2001
Academic Performance Index
Base Report

Information Guide

January 2002

prepared by the
Policy and Evaluation Division
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TABLE OF CONTENTS

Update on the PSAA 1

Summary of the 2001 API Base and Future APIs 5

PSAA Timeline 7

API Reporting Cycles 8

Main API System and Alternative Accountability System 9

Regulations: Valid API and GPA Criteria 10

Questions and Answers about the 2001 API Base 13

Calculating the Academic Performance Index 17

Schoolwide and Subgroup Growth Targets 31

Sample Internet Reports for the 2001 API Base 32

Parent Guide to the 2001 Similar Schools Ranks 40

PSAA Reference Guide to the Internet and Contacts 44

PSAA Chronology 45

UPDATE ON THE PSAA

- The Public Schools Accountability Act of 1999 (PSAA) was enacted into law in April 1999 (Chapter 3 of 1999). Senate Bill 1552 (Chapter 695 of 2000) amended the PSAA in 2000.
- The PSAA has three main components: the Academic Performance Index (API), the Immediate Intervention/Underperforming Schools Program (II/USP), and the Governor's Performance Award (GPA) program. The PSAA also calls for an Alternative Accountability System for non-traditional or small schools.

Academic Performance Index (API)

- The 2001 API Base is a numeric index (or score) between 200 and 1000, reflecting a school's performance on two types of student assessments that were part of the 2001 Standardized Testing and Reporting (STAR) Program: (1) the Stanford 9 (all content areas) and (2) the California Standards Test in English-Language Arts (CST ELA).
- Other performance indicators will be added to the API when data are available. These additional indicators will include CSTs in other content areas, the California High School Exit Examination (CAHSEE), and graduation and attendance rates. The CST in Mathematics is anticipated to be added to the 2002 base API. The law requires that test results constitute at least 60 percent of the API.
- In calculating the 2001 API Base for grades 2–8, the Stanford 9 received 64 percent of the weight, and the CST ELA received 36 percent of the weight. For grades 9–11, the Stanford 9 received 76 percent of the weight, and the CST ELA received 24 percent of the weight. The STAR writing assessment scores for grades 4 and 7 are **not** included in the 2001 API Base. They are expected to be included in the 2002 CST ELA.
- Schools receiving a "base" API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest). A school's base API score and ranking are compared to schools statewide and to schools with similar demographic characteristics. An API score of 800 is the interim performance target for all schools.
- Schools receiving a base API score also receive base API scores for each numerically significant ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets are set for the school as a whole and for each numerically significant subgroup.
- The annual growth target for a school is five percent of the distance between a school's API and the statewide performance target of 800. For any school with an API below 800, the minimum growth target is at least one point. Any school with an API of 800 or more must maintain an API of at least 800 in order to meet its growth target. In most cases, the growth target for each numerically significant subgroup is 80 percent of the schoolwide target.
- The 2001 API Base reports will be provided for all schools in the main API system, for schools in the Alternative Schools Accountability Model that opt into the main API system, and for small schools with between 11 and 99 valid STAR test scores (see "Main API System and Alternative Accountability System").

- For schools with 100 or more valid STAR test scores, the 2001 API Base reports provided in January 2002 include: the percent of students tested for the 2001 STAR, the number of students included in the 2001 API Base score, 2001 statewide and similar schools ranks, and the 2001–2002 growth target. An API base report for numerically significant subgroups also is included. For small schools with between 11 and 99 valid STAR test scores, the 2001 API Base reports include the same information with the exception of similar schools ranks.

- The 2001 API Base results are scheduled to be posted on the California Department of Education (CDE) API website at http://api.cde.ca.gov on January 16, 2002.

- Schools must report API results in their local School Accountability Report Cards annually. Each school district's governing board also must discuss the API results and school rankings at their next regularly scheduled public meeting, following the annual publication of the API.

- Generally, API results are reported twice a year: (1) base year reports each January and (2) growth reports each fall.

Immediate Intervention/Underperforming Schools Program (II/USP)

- A group of 430 schools has been selected for the II/USP each year since the PSAA was enacted. For the 2001–2002 school year, $21.5 million was provided to support 430 schools that volunteered and were selected for the II/USP, based on the 2000–2001 API growth results. It is anticipated that another group of 430 will be selected for II/USP for the 2002–2003 school year, subject to the availability of funds in the state budget.

- Each year, schools that place in the lowest five deciles of the previous year's statewide API ranking and do not meet their annual growth targets are eligible for the II/USP. For schools with demographic data errors at the time eligibility is determined, alternate criteria for school growth may be applied.

- Under the II/USP, schools are required to write an action plan and receive assistance to improve academically.

- II/USP schools also are eligible to submit a competitive application for the Comprehensive School Reform Demonstration (CSRD) program.

- Schools already in the II/USP that continue to fall below their targets or do not show significant growth may be subject to local interventions or eventually to state sanctions.

Note: Assembly Bill 961, was signed into law and modifies the II/USP. Contact the II/USP website at http://www.cde.ca.gov/iiusp or the School Improvement Division at (916) 657-3351 for more information.

API School Awards Programs

- For the 2001–2002 school year, two awards programs are scheduled to provide funds for schools and/or certificated employees, based on 2000–2001 API growth: (1) the Governor's Performance Award (GPA) and (2) the Certificated Staff Performance Incentive Act award (Assembly Bill 1114).

- The current budget contains a combined total of $257 million for the two awards: $157 million to schools for GPA; $100 million to all certificated staff at selected sites for the Certificated Staff Performance Incentive Act award. However, the Governor is convening a "Special Session" of the Legislature to try and determine what steps are necessary to resolve the current state budget crisis. The Legislature's activities could result in the funding for these particular awards being reduced or eliminated. The Legislature may also change the existing allocation scheme as well. The Special Session is scheduled to conclude around the end of January 2002.

- Schools receiving the GPA award were notified through their districts in October 2001. The award money will be distributed after January 2002. Schools eligible for the Certificated Staff Performance Incentive Act award were notified of their eligibility in December 2001, and funds will be awarded after May 2002.

API Teacher Award Programs

- The Extra Credit Teacher Home Purchase Program provided $164 million in 2001 to help attract qualified teachers and principals to serve in low performing schools. Funding for 2002 is expected to be appropriated for this program. Teachers and principals who commit to serve in designated low performing schools for five years qualify for tax credits or reduced interest rate home loans. Low performing schools are defined as K–12 public schools that rank in the bottom 30 percent statewide, based on the most recent API (i.e., schools with APIs in statewide deciles 1, 2, or 3). For more information, contact the State Treasurer's Office at (916) 653-3255 or (213) 620-4467 or visit the program's website at http://www. treasurer.ca.gov/csfa/extracredit/extracredit.htm.

- The Teaching As A Priority (TAP) Program provided $118.65 million for school districts in the 2000–2001 school year for incentives to recruit and retain fully-credentialed teachers in low-performing schools (schools with API rankings in statewide deciles 1–5). Funding was appropriated for the 2001–2002 school year, and, although $118.65 million was again appropriated, a reduction of $20 million has been proposed by the Governor's budget reductions. If these reductions are approved, TAP funding for the 2001–2002 school year will be $98.65 million. New grant applications will be available on the CDE website in late January 2002 and due March 28, 2002. Funding varies by enrollment and API rankings. Schools with API rankings in statewide deciles 1–3 receive one and one half times the funding as schools with API rankings in statewide deciles 4–5. For more information, contact the Curriculum Leadership Unit of the California Department of Education (CDE) at 916-323-5505 or visit the CDE website at www.cde.ca.gov/funding.

Alternative Accountability System

- The State Board of Education in July 2000 approved the framework for an Alternative Accountability System comprised of three models to be implemented over a three-year period: (1) Small Schools Model for schools that serve traditional populations but have between 11 and 99 valid STAR test scores; (2) Special Education Schools and Centers Model; (3) Alternative Schools Accountability Model (ASAM) for alternative schools serving a majority of high-risk students including continuation schools, opportunity schools, community day schools, and county court and community schools. Very small schools with fewer than 11 valid STAR test scores also will be held accountable under the third model.

- The Small Schools Model now is part of the main accountability system. In January 2001, schools in this model received a 2000 base API with an asterisk to designate the larger statistical uncertainty of an API based on fewer than 100 valid STAR test scores. The 2001 API Base report includes these schools in the main API system. The report for small schools includes all API information (with an asterisk) with the exception of similar schools ranks.

- Schools in the Special Education Schools and Centers Model are held accountable through the Individualized Education Program (IEP) and Quality Assurance System. Additional accountability measures are not proposed at this time for schools in this model.

- In September 2001, schools in the Alternative Schools Accountability Model (ASAM) adopted two performance indicators in addition to the results of the STAR program. These schools will report baseline data on the adopted indicators for the 2001–2002 school year in July 2002.

API Related Legislation

- Assembly Bill 961, enacted in October 2001, established the High Priority Schools Grant Program, a voluntary grant program for schools in the lowest statewide deciles of the API. Schools in deciles 1 to 5 according to the 2000 API Base are eligible, but the lowest ranking schools will have first priority for funding. Schools that participate in this program also will be in the II/USP. Schools that receive funding for this program will receive $200 per enrolled pupil in addition to their II/USP funding.

- Senate Bill 735 was enacted in October 2001. It requires that, to be eligible for the GPA funds, schools must meet or exceed their API growth targets or increase by five points, whichever is greater, and must meet or exceed their API subgroup growth targets or increase by four points, whichever is greater.

- Assembly Bill 1295, effective in January 2002, provides that traditional schools with between 11 to 99 valid test scores shall receive an API with an asterisk. These schools are now eligible for both the GPA and the II/USP.

SUMMARY OF THE 2001 API BASE AND FUTURE APIS

On September 5, 2001, the State Board of Education adopted the 2001 Base Academic Performance Index (API), which represents the first major change in the API since its inception in 1999. The 2001 API Base incorporates the results of the Stanford 9 achievement test and adds the results of the California Standards Test in English-Language Arts (CST ELA) as another indicator. The 2001 API Base also applies a Scale Calibration Factor (SCF) to maintain consistency in the API scale over time as new components are added.

Addition of the CST in English-Language Arts

The methodology for calculating the 2001 API Base retains the major features of the previous API calculations. These include the scale of 200 to 1000 and the statewide performance target of 800. The addition of the CST ELA revises the reading, language arts, and spelling content area weights previously applied to the Stanford 9 results and establishes a standards-based weight for English-Language Arts in the API. For grades 2–8, the Stanford 9 (all content areas tested) receives 64 percent of the weight, and the CST ELA receives 36 percent of the weight. For grades 9–11, the Stanford 9 receives 76 percent of the weight and the CST ELA receives 24 percent of the weight. The Standardized Testing and Reporting (STAR) writing assessment scores for grades 4 and 7 are not included in the 2001 API Base. More information about how to calculate the 2001 API Base is included in this document (see "Calculating the Academic Performance Index") and on the CDE API web site at http://www.cde.ca.gov/psaa/api in the document entitled "The 2001 Base Academic Performance Index (API): Integrating the California Standards Test in English-Language Arts into the API."

The addition of the CST ELA is important because it begins to establish California's standards tests as the core of the state accountability system, a first step toward the state's long-term goal.

Scale Calibration Factor (SCF)

As new indicators are added to the API, the statewide average API will fluctuate between reporting cycles (i.e., the statewide average Growth and Base APIs may be different). This is due to the fact that existing weights are revised when new indicators are added and that schools' performance on a new indicator may vary from performance on existing indicators. The fluctuation in the statewide average API may appear inconsistent when considering that the 2001 Stanford 9 and 2001 CST ELA are taken by exactly the same

students at exactly the same time. In order to avoid this inconsistency, the State Board adopted the use of a Scale Calibration Factor (SCF) to adjust each school's base year API so that the statewide average API remains the same between reporting cycles. SCFs are calculated separately for elementary schools (grades 2–6), middle schools (grades 7–8), and high schools (grades 9–11). The API for a school with a grade configuration that includes both grades 6 and 7 or 8 and 9 is the average of the APIs of the grade configuration segments.

The SCF provides a positive or negative adjustment to a school's API score each year in order to maintain consistency in the statewide API scale from year to year. For the 2001–2002 API reporting cycle, the impact of the SCF on a school's score is anticipated to be minimal.

2001-2002 API Growth Targets

Growth targets for the 2001–2002 API reporting cycle will be calculated in exactly the same manner as those for the previous reporting cycles. The growth target for a school is five percent of the distance between a school's API and 800. For any school with a 2001 API Base below 800, the minimum growth target is at least one point. Any school with a 2001 API Base of 800 or more must maintain an API of at least 800 in order to meet its growth target. The SCF will have no effect on the computation of growth.

Future APIs

Other performance indicators will be added to the API when the data are available and are valid and reliable. It is expected that the STAR writing assessment scores for grades 4 and 7 will be included in the 2002 API. Discussions are currently underway to determine the feasibility of incorporating the CST in Mathematics and the California High School Exit Examination (CAHSEE) into the 2002 API Base. In 2003, a new norm-referenced test will be selected that will be equated to the Stanford 9 for API calculations. CSTs in Science and History-Social Science may be added to the API at that time.

PSAA TIMELINE

January 2002

- API Reports for 2001 API Base, including API base, growth targets, subgroup data, and statewide and similar schools ranks, posted on the California Department of Education (CDE) API website. This API includes results of the California Standards Test in English-Language Arts.
- Funds for Governor's Performance Award (GPA) disseminated to eligible schools, pending decisions made by the Governor and Legislature about the current budget crisis.

February–March 2002

- Application/certification forms for Certificated Staff Performance Incentive Act award must be returned to the CDE.

May 2002

- Funds for the Certificated Staff Performance Incentive Act award disseminated to eligible schools.

July 2002

- Schools in the Alternative Accountability Schools Model (ASAM) report 2001–2002 baseline data to local boards and State Superintendent of Public Instruction.

September 2002

- Eligible schools for Immediate Intervention/Underperforming Schools Program (II/USP) notified and provided application forms (fourth cohort).

Fall 2002

- Reports for 2001–2002 API Growth, including growth targets achieved/not achieved, subgroup data, and awards eligibility, posted on the CDE API website.
- Eligible schools selected for II/USP by October 15 (fourth cohort).
- II/USP schools (first cohort) that do not meet growth targets but show significant growth continue in II/USP.
- II/USP schools (first cohort) that do not meet growth targets and do not show significant growth are subject to the imposition of sanctions by the State Superintendent of Public Instruction and State Board.
- II/USP schools (second cohort) that do not meet growth targets receive public hearing, and local board chooses type of local intervention.

January 2003

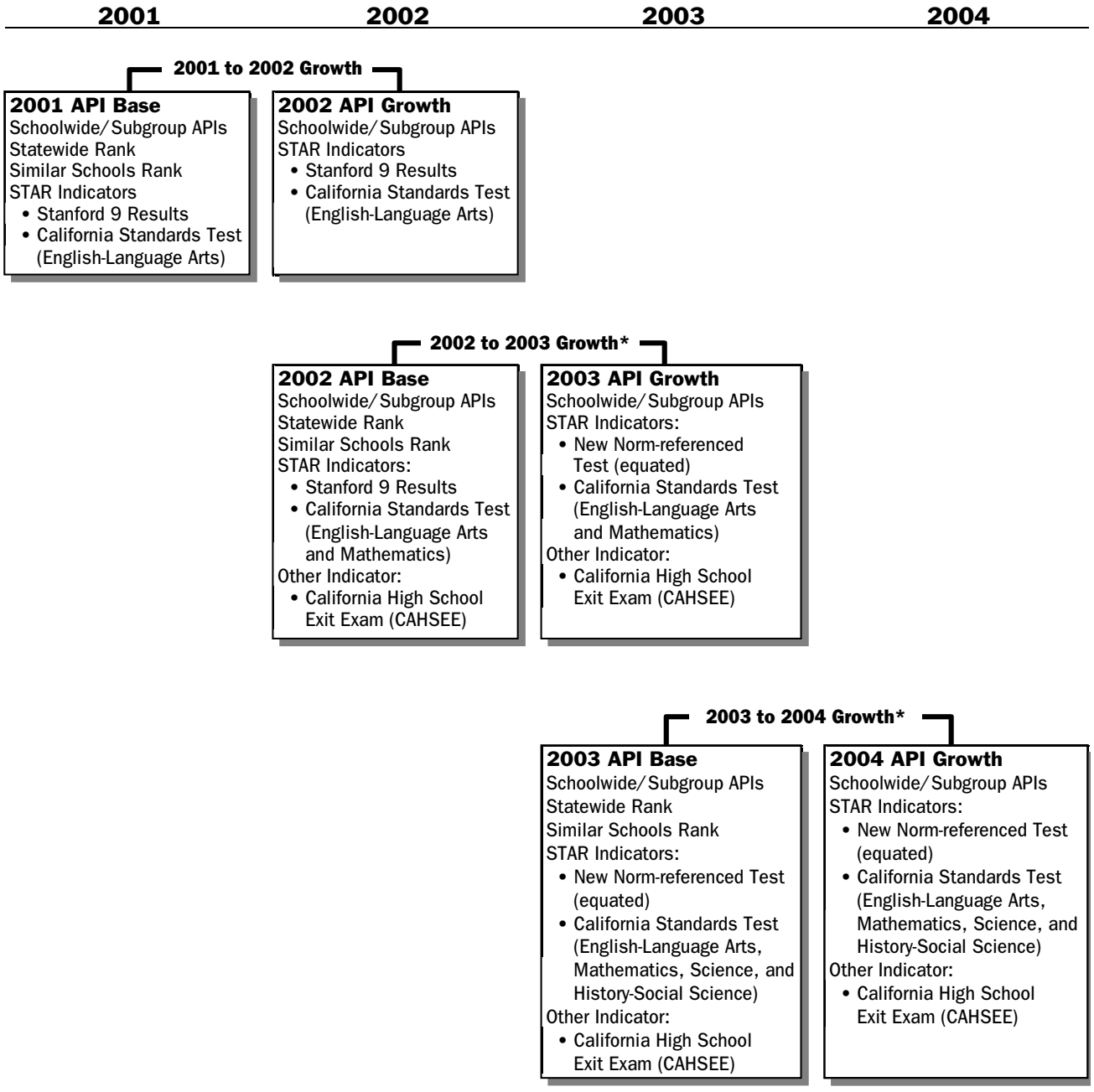
- API Reports for 2002 API Base posted on the CDE API website. This API is anticipated to include results of the California High School Exit Examination (CAHSEE) and the California Standards Tests in Mathematics.

July 2003

- Schools in the Alternative Schools Accountability Model (ASAM) report 2002–2003 data to local boards and state Superintendent of Public Instruction.

API REPORTING CYCLES

An API reporting cycle consists of two components: (1) base year information and (2) growth information. The growth reports are provided each fall, and the base reports are provided each January.



*** Pending State Board of Education adoption.**

MAIN API SYSTEM AND ALTERNATIVE ACCOUNTABILITY SYSTEM

Main API System

Alternative Accountability System

School Participation

- Traditional elementary, middle, and high schools with 100 or more valid Standardized Testing and Reporting (STAR) scores, including charter schools

- Schools in Alternative Schools Accountability Model that opt into main API system for a three-year period, including charter schools

  These schools are held accountable through API results:
  - Schoolwide API
  - Subgroup APIs
  - Ranks
  - Growth targets
  - Growth

- Small schools with 11–99 valid STAR scores, including charter schools

  These schools are held accountable through API results:
  - Schoolwide API with an asterisk "*"
  - Subgroup APIs
  - Statewide rank with an asterisk "*"
  - Growth targets
  - Growth

  NOTE: CDE recommends that schools with 20 or fewer student enrollments also register in the ASAM, select indicators, collect data, and be prepared to report ASAM data for the 2001–2002 school year in July 2002.

- Alternative Schools Accountability Model (ASAM):
  - Qualifying "Alternative" schools serving a majority of high-risk students are defined as
    - Schools, including charter schools, that primarily serve students who are at high risk for behavioral or educational failure, expelled, or under disciplinary sanction, wards of the court, pregnant and/or parenting, or recovered dropouts
  - Very small schools are defined as
    - Schools with less than 11 valid STAR scores

  These schools are held accountable through collection and reporting of data on two State-Board approved indicators and STAR (Stanford 9 and California Standards Tests)

- Schools in Special Education Schools and Centers Model:
  - Schools that primarily serve students with communicative, physical, learning, or emotional disabilities

  These schools are held accountable through the Quality Assurance Process, the annual Individualized Education Program (IEP), and the three-year re-evaluation process.

Awards and Interventions Programs

- Schools in the main API system are eligible for API awards and interventions programs

- No awards or interventions are available at this time for schools in the Alternative Accountability System

CDE Contacts

- Main API System administered through the Policy and Evaluation Division:
  - API calculation—Educational Planning and Information Center (EPIC) at (916) 657-2273
  - API awards—Awards Unit at (916) 657-3810

- Alternative Accountability System administered through the Education Support System Division:
  - Educational Options Office at (916) 322-5012

(Also see "PSAA Reference Guide to the Internet and CDE Contacts")

REGULATIONS: VALID API AND GPA CRITERIA

The California Code of Regulations, Title 5, summaries provided in this section reflect key regulations related to Academic Performance Index (API) and awards programs linked to the API. These regulations were adopted by the State Board in November 2001.

What Constitutes a Valid API

	Summary of Proposed Selected Sections Title 5, California Code of Regulations Division 1, Chapter 2, Subchapter 4, Article 1.7 Award Programs Linked to API	Number of Years a School is Ineligible for Awards (Section 1032 (e))
§1032 (d)	In 2001 and subsequent years, a school's API shall be considered invalid under any of the following circumstances:	
	(1) The local educational agency notifies the California Department of Education (department) that there were adult testing irregularities at the school affecting 5% or more of pupils tested.*	2
	(2) The local educational agency notifies the department that the API is not representative of the pupil population at the school.	2
	(3) The local educational agency notifies the department that the school has experienced a significant demographic change in pupil population between the base year and growth year, and that the API between years is not comparable.	1
	(4) The school's proportion of parental waivers compared to its Standardized Testing and Reporting Program (STAR) enrollment, pursuant to Education Code section 60640 et seq., is equal to or greater than 15 percent for the 2000 STAR. For the 2001 STAR and each subsequent STAR, the school's proportion of parental waivers compared to its STAR enrollment is equal to or greater than 10 percent, except when the school's proportion of parental waivers compared to its STAR enrollment is equal to or greater than 10 percent but less than 20 percent. In this case, the department will conduct standard statistical tests to determine whether the pupils tested at the school represent the school's pupils by grade level. If the standard statistical tests done demonstrate that the pupils tested represent the school's pupils, then the school's API shall be considered valid. If the standard statistical tests demonstrate that the pupils tested do not represent the school's pupils, then the school's API shall be considered invalid. There shall be no rounding in determining this minimum parental waiver proportion (i.e., 9.99 percent is not 10 percent).	2
	(5) In any content area tested pursuant to Education Code sections 60642 and 60642.5 and included in the API, the school's proportion of the number of test-takers in that content area compared with the total numbers of test-takers is less than 85 percent. There shall be no rounding in determining the proportion of test-takers in each content area (i.e., 84.99 percent is not 85 percent).	2
	(6) If, at any time, information is made available to or obtained by the department that would lead a reasonable person to conclude that one or more of the preceding circumstances occurred. If after reviewing the information, the department determines that further investigation is warranted, the department may conduct an investigation to determine if the integrity of the API has been jeopardized. The department may invalidate or withhold the school's API until such time that the department has satisfied itself that the integrity of the API has not been jeopardized.	—

* § 1032 (f) states that if fewer than 5% of the pupils tested are affected by adult testing irregularities, the school will receive a valid API, however, the school is not eligible for participation in any of the award programs for the current year.

Governor's Performance Award (GPA) Criteria

Summary of Proposed Selected Sections

Title 5, California Code of Regulations
Division 1, Chapter 2, Subchapter 4, Article 1.7
Award Programs Linked to the API

Eligibility

§ 1032 (g)

All schools that have an API score increase of at least 5% of the difference between the school's prior year score and 800 or an API score increase of five points, whichever is greater, and have comparable improvement as defined in subdivision (h), and meet the minimum participation rate in subdivision (i), shall be recognized through the Governor's Performance Award Program.

§ 1032 (h)

Comparable improvement for numerically significant ethnic or socioeconomically disadvantaged subgroups pursuant to Education Code section 52052 (a) shall be defined as an API score increase of at least 80% of the school's API growth target as established pursuant to Education Code section 52052 except when the sum of a subgroup's growth target and the subgroup's API is greater than or equal to 800. In these cases, comparable improvement shall be defined as the distance from the subgroup's API to 800. In no case shall comparable improvement be less than 4 points.

Participation Rate

§ 1032 (i)

For elementary and middle schools, the minimum participation rate for the awards programs shall be 95 percent; for high schools, it shall be 90 percent, with the intention of increasing this rate to 95 percent in the future.

(1) If the test publisher determines, for grades 2 to 11, that a pupil did attempt to take any content area tested pursuant to Education Code sections 60642 and 60642.5 and included in the API, the pupil shall be counted as a test-taker.

(2) No pupil shall be counted more than once as a test-taker.

(3) The participation rate shall be calculated as follows:
(A) Divide the total number of test-takers in grades 2-11 at the school site by
(B) The total enrollment in grades 2-11 minus the number of pupils exempted from taking the test either by
- their Individualized Education Program (IEP) pursuant to *Education Code* Section 60640(e) or
- parent waivers pursuant to *Education Code* Section 60615.

(4) For purposes of subdivision (3)(B) above, enrollment shall be determined by the enrollment information collected by the California Department of Education as part of the Standardized Testing and Reporting Program (STAR), pursuant to *Education Code* Sections 60640 et seq.

(5) In the case of pupil testing irregularities, the scores of affected pupils shall be eliminated from the calculations of the school's growth API, although the pupils are counted as tested and shall contribute to the school's participation rate.

(6) There shall be no rounding in determining this minimum participation rate (i.e., 94.9 percent does not equal 95 percent).

Funding Formula

§ 1033 (a)

(a) Schools that meet the eligibility requirements in 2000–2001 for the Governor's Performance Award Program (GPA) shall receive a per pupil award for each of their eligible pupils. Eligible pupils are those who received a score on any subject matter area test (Total Reading, Total Math, Language, Spelling, Science, or Social Science) of the nationally normed test pursuant to Education Code section 60642 **and** a score on any standards-based achievement test pursuant to Education Code section 60642.5. A score on the nationally normed test pursuant to Education Code section 60642 can be a percentile, the number correct, a scale score, or a normal curve equivalent. A score on the standards-based achievement test pursuant to Education Code section 60642.5 is defined as the performance level.

(b) The amount allocated for this award shall be determined on a prorata basis from the total amount of funding available in the annual State Budget.

Participation Rate and Calculation of GPA

The following chart provides three examples of the minimum participation rate calculation for awards eligibility:

Step 1: Check for 95% or 90% Participation Rate
Must be at or above 0.950000 (elementary or middle schools) or at or above 0.900000 (high schools) to be eligible

		Example #1	Example #2	Example #3
A	Total enrollment first day of testing (grades 2–11)	300	300	300
B	Total students tested on STAR (grades 2–11)	280	270	258
C	Total IEP exemptions	5	5	5
D	Total parent waivers	7	6	6
E	Percent participation* ***B*** *divided by* (***A*** *less* ***C*** *less* ***D***)	0.972222	0.934256	0.892734
Example #1: ***280/(300 – 5 – 7) = 280/288 = .972222***		Elementary, Middle Schools, and High Schools Are Eligible	Elementary and Middle Schools Not Eligible	All Schools Not Eligible

The following information can be used in the calculation of the actual award amount for the GPA:

Step 1: Determine the number of Eligible Pupils

Eligible Pupils

Those pupils who received a score on any subject matter area test (Total Reading, Total Math, Language, Spelling, Science, or Social Science) of the Stanford 9 and a performance level on any standards-based achievement test of the California Standards Test.

A score on the Stanford 9 can be
- a percentile
- or the number correct
- or a scale score
- or a normal curve equivalent

A score on the California Standards Test is
- the performance level

Ineligible Pupils

- Pupils exempted from testing by
  - their Individualized Education Program (IEP) pursuant to *Education Code* Section 60640(e)
  - parent waivers pursuant to *Education Code* Section 60615
- Pupils that received a test but received no subtest scores on the Stanford 9 **or** no performance level on the California Standards Test

Step 2: Determine Total Amount of Cash Award
Multiply the number of eligible pupils times a dollar amount up to $150. The exact dollar amount will be available when the total number of eligible students in the state has been determined.

2001 Academic Performance Index (API)

Questions and Answers About the 2001 API Base

The Public Schools Accountability Act (PSAA), signed into law in 1999 and amended by Senate Bill 1552 in 2000, authorized the creation of an educational accountability system for California public schools. The primary goal of the legislation is to help schools improve the academic achievement of all students.

The PSAA has three components:

- **Academic Performance Index (API)** – measures school performance, sets academic growth targets, and monitors growth over time
- **Immediate Intervention/Underperforming Schools Program (II/USP)** – offers financial support to schools in need of improvement
- **Governor's Performance Award (GPA) program** – rewards schools that show improvement based on the API

An additional award program, based on the API, has been enacted as a result of subsequent legislation:

- **Certificated Staff Performance Incentive Act (AB 1114)** – offers rewards to certificated staff in lower-performing schools that show significant improvement beyond the API growth target

The PSAA also requires the development and implementation of an Alternative Accountability System for small schools and schools that serve a non-traditional student population.

Answers to frequently-asked questions about the 2001 API Base follow.

What is the Academic Performance Index (API)?

The Academic Performance Index (API) is the cornerstone of California's accountability system. The purpose of the API is to measure the academic performance and growth of schools. It is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school's score or placement on the API is an indicator of a school's performance level. The interim statewide API performance target for all schools is 800. A school's growth is measured by how it has moved toward (or past) that goal.

What indicators are included in the 2001 API Base?

As adopted by the State Board of Education in September 2001, the 2001 API Base includes the results of the Stanford 9 achievement test and the California Standards Test in English-Language Arts (CST ELA) given in spring 2001 as part of the state's Standardized Testing and Reporting (STAR) program. The 2002 API Growth will be calculated in the same way using the same indicators as the 2001 API Base. It is expected that the California Standards Test in Mathematics and the California High School Exit Examination (CAHSEE) will be added as indicators in the 2002 API Base.

What does the 2001 API Base Report specifically include for each school?

The 2001 API Base Report for each school includes:

- percentage of students tested in the 2001 administration of the STAR
- number of students included in the 2001 API (Base)
- school's 2001 API Base (scale 200 to 1000)
- 2001 statewide API rank
- 2001 similar schools API rank
- 2001–2002 growth target
- 2002 API target (2001 API Base plus growth target)
- school demographic characteristics
- subgroup information

Small schools having between 11 and 99 valid STAR test scores receive an API and statewide rank with an asterisk (*) to designate the greater statistical uncertainty of an API based upon fewer than 100 valid scores. Small schools do not receive similar schools ranks.

2001 Academic Performance Index (API)

Questions and Answers About the 2001 API Base

When will the 2001 API Base Reports be available?

Public reporting of the 2001 API Base results is scheduled to be posted on the California Department of Education (CDE) website at http://api.cde.ca.gov on January 16, 2002.

In the 2001 API Base Report, how was "STAR 2001 Percent Tested" determined?

This percent is calculated as follows:

Percent Tested = (Total Students Tested)
divided by
(Total Enrollment on First Day of Testing, grades 2–11
less
Students with Parent/Guardian Written Waiver Request
less
Students with Individualized Education Program Exemptions)

The percent tested is used as the participation rate for awards eligibility. It is rounded down to the nearest whole percent.

A student who did **not** attempt the test at all is **not** counted as tested in the participation rate. A student who did attempt items on the test, whether or not there were enough items attempted to receive a score, is still counted as tested in the participation rate. Also, a student who takes the test with one or more nonstandard accommodations is counted as tested in the participation rate.

In the 2001 API Base Report, is the "Number of Students Included in the 2001 API" the same as the "number of valid STAR test scores"?

Yes, the "Number of Students Included in the 2001 API" is the same as the "number of valid STAR test scores." This number is used to determine whether a school is small (i.e., 11 to 99 valid test scores) or very small (i.e., less than 11 valid test scores). It is also used to determine whether a racial/ethnic or socioeconomically disadvantaged subgroup is numerically significant.

Will our school's 2001 API Base score be the same as its 2001 API Growth score?

A school's 2001 API Base will not necessarily be the same as its 2001 API Growth. It is probable that the vast majority of schools will experience at least a minor fluctuation in their API scores, and for some schools this fluctuation may be major. The fluctuation for an individual school will be a function of the school's relative performance on the Stanford 9 English-language arts indicators compared to its performance on the CST ELA and the Scale Calibration Factor (SCF) for its school type.

Are all CST ELA scores included in the 2001 API Base?

Only the CST ELA scores of students who were not enrolled in the district in the previous school year or who do not attempt any items on the CST ELA will be excluded from the 2001 API Base. All other CST ELA scores will be included. The CST ELA is a standards-based test that holds all students to specific performance levels (advanced, proficient, basic, below basic, and far below basic). The demonstration of these levels is independent of any special accommodation used. Therefore, CST ELA test results from students, regardless of any accommodation that excludes their norm-referenced results, are included in the 2001 API Base. CST ELA results from any student who takes the CST ELA "out-of-level," however, will be counted as far below basic.

Are the grade 4 and 7 STAR writing scores included in the 2001 API Base?

No. The grade 4 and 7 STAR writing scores are not included in the 2001 API Base because the writing scores were not incorporated into the California Standards Test English-Language Arts Standards Test scores for the 2001 STAR. It is anticipated that the writing scores will be incorporated in the 2002 API.

2001 Academic Performance Index (API)

Questions and Answers About the 2001 API Base

How was it determined that the CST ELA would comprise 36 percent of the weight of the API for grades 2-8 and 24 percent of the weight for grades 9-11?

Based on the recommendations of the PSAA Advisory Committee, the State Board of Education in September 2001 adopted the methodology for integrating the CST ELA into the 2001 API Base. One step of the methodology involves the weights used for each component of the API. The State Board adopted weights (1) for each content area and (2) for the Stanford 9 norm-referenced test (NRT) and the California Standards Test (CST).

First, the State Board decided that the existing weight assigned to each content area should be maintained. This means that, for grades 2–8, the English-language arts component of the API (i.e., reading, language, and spelling from the Stanford 9 and the CST ELA) should remain at 60 percent and mathematics at 40 percent of the API. For grades 9–11, the English-language arts component (i.e., reading and language from the Stanford 9 and the CST ELA) should remain at 40 percent and mathematics, science, and social science at 60 percent of the API. Second, the State Board decided that, within the English-language arts content area, the CST results should be weighted 60 percent, and the NRT results should be weighted 40 percent.

Thus, for grades 2–8, 60 percent (weight of total ELA component for the API) of 60 percent (weight of CST ELA results) equals a weight of 36 percent. For grades 9-11, 40 percent (weight of total ELA component for the API) of 60 percent (weight of CST ELA results) equals a weight of 24 percent.

Grades 2–8	60% x 60% = 36% of the API
Grades 9–11	40% x 60% = 24% of the API

These ratios are to be applied fully in the 2001 API Base, rather than being phased-in over several years.

More detailed information about the weights can be found in the document entitled "The 2001 Base Academic Performance Index (API): Integrating the California Standards Test for English-Language Arts into the API" at http://www.cde.ca.gov/api on the CDE website.

What is the SCF?

The Scale Calibration Factor (SCF) provides a positive or negative adjustment to a school's base year API score each year in order to maintain consistency in the statewide API scale from one API reporting cycle to the next. Simply put, the calculation of the SCF for the 2001–2002 API reporting cycle is the difference between the statewide average 2001 API Growth and the statewide average 2001 API Base. SCFs are calculated separately for elementary schools (grades 2–6), middle schools (grades 7–8), and high schools (grades 9–11).

Can the SCF be either a positive or negative change to a school's API?

Yes. The SCF can be either positive or negative.

Is the SCF for all elementary schools (grades 2–6) the same?

Yes. The SCF for all schools with grades 2–6 is the same. Similarly, the SCF for all schools with grades 7–8 is the same, and the SCF for all schools with grades 9–11 is the same. SCFs are calculated separately for each of the three school types:

- elementary (grades 2–6)
- middle (grades 7–8)
- high (grades 9–11)

How is the SCF calculated for a school with a grade span of K–8?

For a school with a grade configuration that includes both grades 6 and 7 or 8 and 9, the SCF is applied to

2001 Academic Performance Index (API)

Questions and Answers About the 2001 API Base

each grade configuration segment API (i.e., grades 2–6 API and grades 7–8 API). The school's API then is calculated as the average of the two grade configuration segment APIs weighted by the number of valid test scores.

Why is the SCF needed?

When new indicators are added to the API, the statewide average API will fluctuate between API reporting cycles (i.e., the **statewide average** Growth and Base APIs may be different). This is due to the fact that existing weights are revised as new indicators are added and that schools' performance on a new indicator may vary from performance on existing indicators. The fluctuation in the statewide average API may appear inconsistent when considering that both the 2001 Stanford 9 and 2001 CST ELA are taken by exactly the same students at exactly the same time. In order to avoid this inconsistency, the State Board adopted the use of a Scale Calibration Factor (SCF) to adjust each school's API so that the statewide average API scale remains the same between API reporting cycles.

What is the SCF for subgroups?

The SCF for each numerically significant subgroup API at a school is the same as the schoolwide SCF.

Will the SCF be the same for the 2002 API?

The SCF for the 2002 API Growth will be the same as the 2001 API Base SCF because these two APIs are within the same API reporting cycle (the 2001–2002 cycle). Therefore, the SCF will have no effect on the computation of growth. The SCF for the 2002 API Base is likely to be different because of the addition of new API components (indicators).

CALCULATING THE ACADEMIC PERFORMANCE INDEX

How to Calculate the 2001 API Base for an Elementary School (Grades 2–6)

The 2001 Academic Performance Index (API) Base for an elementary school is derived from two sources of a school's 2001 Standardized Testing and Reporting (STAR) results: Stanford 9 scores in reading, language, spelling, and mathematics for grades 2–6 and California English-Language Arts Standards Test (CST ELA) scores for grades 2–6. Schools must have valid STAR test scores from at least 100 pupils to obtain an API score. Small schools must have valid STAR scores from between 11 and 99 pupils to obtain a small schools API (an API with an asterisk).

Inclusion/Exclusion Rules

1. A pupil record was excluded if the Stanford 9 test administration accommodations for the pupil was more than one grade out of level (e.g., a sixth grader tested lower than 5th grade or higher than 7th grade).

2. A pupil record was excluded if any of the following seven test administration accommodations were marked "yes" for all Stanford 9 content areas:
   a. Braille
   b. Timing/Scheduling
   c. Presentation
   d. Response
   e. Test read aloud
   f. Directions translated
   g. Bilingual dictionary

3. A particular content area of a record was excluded if the percentile rank for that content area was not between 1 and 99.

4. A particular content area of a pupil record was excluded if the test administration accommodation for that content area was marked "yes" for any of the seven reasons under number 2 above.

These rules apply to Stanford 9 results only. Results from the CST ELA are included in the API regardless of accommodations.

Finally, in order to comply with the provisions of the PSAA regarding student mobility, both Stanford 9 and CST ELA results are excluded from the API if the pupil first attended the district in the current year as indicated on the STAR answer document. An exception is made for a student new to a district who has followed a normal matriculation pattern.

Stanford 9 Results

- **Step 1:** For the Stanford 9 results, determine the percentage of pupils scoring within prescribed performance bands for a particular content area, in this case for reading. In this example, 13% of the school's pupils score in Performance Band 5 (between the 80–99th NPR) in reading.

- **Step 2:** For each performance band, multiply the Weighting Factor by the Percent of Pupils in Each Band to obtain the Weighted Score in Each Band. In this example for Reading, the Weighted Score for pupils scoring in Performance Band 5 (between the 80–99th NPR) is 130.

Stanford 9			Reading	
A		B	C	D
Performance Bands		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)
5	80-99th NPR	1000	13%	130.00
4	60-79th NPR	875	20%	175.00
3	40-59th NPR	700	29%	203.00
2	20-39th NPR	500	20%	100.00
1	1-19th NPR	200	18%	36.00

NPR = National Percentile Rank

- **Step 3:** Repeat Steps 1 through 2 for each remaining content area.

Stanford 9			Language		Spelling		Mathematics	
A		B	E	F	G	H	I	J
Performance Bands		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
5	80-99th NPR	1000	17%	170.00	12%	120.00	19%	190.00
4	60-79th NPR	875	20%	175.00	19%	166.25	30%	262.50
3	40-59th NPR	700	30%	210.00	32%	224.00	22%	154.00
2	20-39th NPR	500	19%	95.00	24%	120.00	16%	80.00
1	1-19th NPR	200	14%	28.00	13%	26.00	13%	26.00

- **Step 4:** Sum the weighted scores across performance bands to obtain the Indicator Score. In this example, the total Indicator Score is 644.

- **Step 5:** Multiply the Indicator Score by its Indicator Weight to obtain the Total Weighted Score for Indicator (a x b = c). In this example, the Total Weighted Score for the Indicator is 77.28.

Stanford 9			Reading	
A		B	C	D
Performance Bands		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)
5	80-99th NPR	1000	13%	130.00
4	60-79th NPR	875	20%	175.00
3	40-59th NPR	700	29%	203.00
2	20-39th NPR	500	20%	100.00
1	1-19th NPR	200	18%	36.00

a Indicator Score	a	644.00
b Indicator Weight	x b	12%
c Total Weighted Score for Indicator:	= c	77.28

NPR = National Percentile Rank

- **Step 6:** Repeat Steps 4 and 5 for each remaining content area.

Reading		Language		Spelling		Mathematics	
C	D	E	F	G	H	I	J
Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
13%	130.00	17%	170.00	12%	120.00	19%	190.00
20%	175.00	20%	175.00	19%	166.25	30%	262.50
29%	203.00	30%	210.00	32%	224.00	22%	154.00
20%	100.00	19%	95.00	24%	120.00	16%	80.00
18%	36.00	14%	28.00	13%	26.00	13%	26.00

a	644.00		678.00		656.25		712.50
x b	12%		6%		6%		40%
= c	77.28	+	40.68	+	39.38	+	285.00

California Standards Test in English-Language Arts Results

- **Step 7:** For the California English-Language Arts Standards Test (CST ELA) results, determine the percentage of pupils scoring within prescribed performance levels. In this example, 9% of the school's pupils score in the Advanced performance level.

California Standards Test			English-Language Arts	
A		B	C	D
Performance Levels		Weighting Factors	Percent of Pupils in Each Level	Weighted Score in Each Level (B x C)
5	Advanced	1000	9%	90.00
4	Proficient	875	22%	192.50
3	Basic	700	33%	231.00
2	Below Basic	500	22%	110.00
1	Far Below Basic	200	14%	28.00

a Indicator Score	a	651.50
b Indicator Weight	x b	36%
c Total Weighted Score for Indicator	= c	234.54

- **Step 8:** For each performance level, multiply the Weighting Factor by the Percent of Pupils in Each Level to obtain the Weighted Score in Each Level. In this example, the Weighted Score for pupils scoring in the Advanced level is 90.

- **Step 9:** Sum the weighted scores across performance levels to obtain the Indicator Score. In this example, the Indicator Score is 651.50.

- **Step 10:** Multiply the Indicator Score by its Indicator Weight to obtain the Total Weighted Score for Indicator (a x b = c). In this example, the Total Weighted Score for Indicator for the CST ELA is 234.54.

Scale Calibration Factor (SCF)

- **Step 11:** Obtain the Scale Calibration Factor (SCF) for the elementary school type (grades 2–6) determined by the California Department of Education for the 2001 API Base. The SCF for this example is +.59.

2001 API Base
Scale Calibration Factor (SCF)
Grades 2–6

+.59

Sum to Obtain 2001 API Base

- **Step 12:** Sum the Total Weighted Scores for indicators and the SCF. The sum will be the 2001 API Base for the school.

California Standards Test (CST)			English-Language Arts (ELA)	
A		B	C	D
Performance Levels		Weighting Factors	Percent of Pupils in Each Level	Weighted Score in Each Level (B x C)
5	Advanced	1000	9%	90.00
4	Proficient	875	22%	192.50
3	Basic	700	33%	231.00
2	Below Basic	500	22%	110.00
1	Far Below Basic	200	14%	28.00

a Indicator Score	a	651.50
b Indicator Weight	x b	36%
c Total Weighted Score for Indicator	= c	234.54

+

		English-Language Arts (ELA)									
Stanford 9			Reading		Language		Spelling		Mathematics		
A		B	C	D	E	F	G	H	I	J	
Performance Bands		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)	
5	80-99th NPR	1000	13%	130.00	17%	170.00	12%	120.00	19%	190.00	
4	60-79th NPR	875	20%	175.00	20%	175.00	19%	166.25	30%	262.50	
3	40-59th NPR	700	29%	203.00	30%	210.00	32%	224.00	22%	154.00	
2	20-39th NPR	500	20%	100.00	19%	95.00	24%	120.00	16%	80.00	
1	1-19th NPR	200	18%	36.00	14%	28.00	13%	26.00	13%	26.00	

										2001 API Base
a Indicator Score	a	644.00		678.00		656.25		712.50	Scale Calibration Factor*	
b Indicator Weight	x b	12%		6%		6%		40%		
c Total Weighted Score for Indicator:	= c	77.28	+	40.68	+	39.38	+	285.00	+ +.59	= 677

* This Scale Calibration Factor (SCF) is for illustrative purposes only.

Additional Calculation Rules:

- The API is the sum of the Indicator Scores and SCF rounded to the nearest whole number.

- The API for schools with grade configurations that include both grades 6 and 7 or 8 and 9 is the average of the APIs for the grade configuration segments weighted by the number of pupils with valid STAR scores in the segments. For example, for a K–8 school, the API is the weighted average of the APIs for grades 2–6 and grades 7–8.

Example: 2001 API Base for an Elementary School (Grades 2–6)

California Standards Test (CST)			English-Language Arts (ELA)	
A		B	C	D
Performance Levels		Weighting Factors	Percent of Pupils in Each Level	Weighted Score in Each Level (B x C)
5	Advanced	1000	9%	90.00
4	Proficient	875	22%	192.50
3	Basic	700	33%	231.00
2	Below Basic	500	22%	110.00
1	Far Below Basic	200	14%	28.00

	ELA	Math
Content area weights, Stanford 9	24%	40%
Content area weights, CST	36%	
Portion of API	60%	40%

a Indicator Score	a	651.50
b Indicator Weight	x b	36%
c Total Weighted Score for Indicator	= c	234.54

+

		English-Language Arts (ELA)									
Stanford 9			Reading		Language		Spelling		Mathematics		
A		B	C	D	E	F	G	H	I	J	
Performance Bands		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)	
5	80-99th NPR	1000	13%	130.00	17%	170.00	12%	120.00	19%	190.00	
4	60-79th NPR	875	20%	175.00	20%	175.00	19%	166.25	30%	262.50	
3	40-59th NPR	700	29%	203.00	30%	210.00	32%	224.00	22%	154.00	
2	20-39th NPR	500	20%	100.00	19%	95.00	24%	120.00	16%	80.00	
1	1-19th NPR	200	18%	36.00	14%	28.00	13%	26.00	13%	26.00	

a Indicator Score	a	644.00		678.00		656.25		712.50	Scale Calibration Factor*	2001 API Base
b Indicator Weight	x b	12%		6%		6%		40%		
c Total Weighted Score for Indicator:	= c	77.28	+	40.68	+	39.38	+	285.00	+	+.59	=	677

* This Scale Calibration Factor (SCF) is for illustrative purposes only.

How to Calculate the 2001 API Base for a Middle School (Grades 7–8)

The methodology for calculating the 2001 API Base for a middle school (grades 7–8) is the same as the methodology used for an elementary school except that the Scale Calibration Factor (SCF) will be different.

Stanford 9 Results

- **Step 1:** For the Stanford 9 results, determine the percentage of pupils scoring within prescribed performance bands for a content area, i.e., reading.
- **Step 2:** For each performance band, multiply the Weighting Factor by the Percent of Pupils in Each Band to obtain the Weighted Score in Each Band.
- **Step 3:** Repeat Steps 1 and 2 for each remaining content area, i.e., language, spelling, mathematics.
- **Step 4:** Sum the weighted scores across performance bands to obtain the Indicator Score for a content area, i.e., reading.
- **Step 5:** Multiple the Indicator Score by its Indicator Weight to obtain Total Weighted Score for Indicator.
- **Step 6:** Repeat Steps 4 and 5 for each remaining content area, i.e., language, spelling, mathematics.

California Standards Test in English-Language Arts Results

- **Step 7:** For the California English-Language Arts Standards Test (CST ELA) results, determine the percentage of pupils scoring within prescribed performance levels.
- **Step 8:** For each performance level, multiply the Weighting Factor by the Percent of Pupils in Each Level to obtain the Weighted Score in Each Level.
- **Step 9:** Sum the weighted scores across performance levels to obtain the Indicator Score.
- **Step 10:** Multiply the Indicator Score by its Indicator Weight to obtain the Total Weighted Score for Indicator.

Scale Calibration Factor (SCF)

- **Step 11:** Obtain the Scale Calibration Factor (SCF) for the middle school type (grades 7–8) determined by the California Department of Education for the 2001 API Base. The SCF for this example is –1.75.

Sum to Obtain 2001 API Base

- **Step 12:** Sum the Total Weighted Scores for Indicators and the SCF. The sum will be the 2001 API Base for the school. Apply the same inclusion/exclusion and calculation rules as that for elementary schools.

Example: 2001 API Base for a Middle School (Grades 7–8)

California Standards Test (CST)			English-Language Arts (ELA)	
A		B	C	D
Performance Levels		Weighting Factors	Percent of Pupils in Each Level	Weighted Score in Each Level (B x C)
5	Advanced	1000	9%	90.00
4	Proficient	875	23%	201.25
3	Basic	700	34%	238.00
2	Below Basic	500	20%	100.00
1	Far Below Basic	200	14%	28.00

	ELA	Math
Content area weights, Stanford 9	24%	40%
Content area weights, CST	36%	
Portion of API	60%	40%

a Indicator Score	a	657.25
b Indicator Weight	x b	36%
c Total Weighted Score for Indicator	= c	236.61

+

	English-Language Arts (ELA)									
Stanford 9			Reading		Language		Spelling		Mathematics	
A		B	C	D	E	F	G	H	I	J
Performance Bands		Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
5	80-99th NPR	1000	6%	60.00	17%	170.00	11%	110.00	16%	160.00
4	60-79th NPR	875	26%	227.50	23%	201.25	23%	201.25	25%	218.75
3	40-59th NPR	700	33%	231.00	28%	196.00	24%	168.00	22%	154.00
2	20-39th NPR	500	20%	100.00	19%	95.00	20%	100.00	21%	105.00
1	1-19th NPR	200	15%	30.00	13%	26.00	22%	44.00	16%	32.00

a Indicator Score	a	648.50		688.25		623.25		669.75	Scale Calibration Factor*	2001 API Base
b Indicator Weight	x b	12%		6%		6%		40%		
c Total Weighted Score for Indicator:	= c	77.82	+	41.30	+	37.40	+	267.90	+ -1.75	= 659

* This Scale Calibration Factor (SCF) is for illustrative purposes only.

How to Calculate the 2001 API Base for a High School (Grades 9–11)

For high schools, grades 9–11, the 2001 Academic Performance Index (API) Base is derived from the 2001 Stanford 9 scores in reading, language, mathematics, science, and social science and the 2001 California English-Language Arts Standards Test scores. Schools must have valid Standardized Testing and Reporting (STAR) test scores from at least 100 pupils to obtain an API score. Small schools must have valid STAR scores from between 11 and 99 pupils to obtain a small schools API (an API with an asterisk).

The methodology for calculating the 2001 API Base for a high school (grades 9–11) is the same as the methodology used for an elementary or middle school except that the content areas tested, Indicator Weights, and Scale Calibration Factor (SCF) are different.

Stanford 9 Results

- **Step 1:** For the Stanford 9 results, determine the percentage of pupils scoring within prescribed performance bands for a content area, i.e., reading.

- **Step 2:** For each performance band, multiply the Weighting Factor by the Percent of Pupils in Each Band to obtain the Weighted Score in Each Band.

- **Step 3:** Repeat Steps 1 and 2 for each remaining content area, i.e., language, mathematics, science, and social science.

- **Step 4:** Sum the weighted scores across performance bands to obtain the Indicator Score for a content area, i.e., reading.

- **Step 5:** Multiple the Indicator Score by its Indicator Weight to obtain Total Weighted Score for Indicator.

- **Step 6:** Repeat Steps 4 and 5 for each remaining content area, i.e., language, mathematics, science, and social science.

California Standards Test in English-Language Arts Results

- **Step 7:** For the California English-Language Arts Standards Test (CST ELA) results, determine the percentage of pupils scoring within prescribed performance levels.

- **Step 8:** For each performance level, multiply the Weighting Factor by the Percent of Pupils in Each Level to obtain the Weighted Score in Each Level.

- **Step 9:** Sum the weighted scores across performance levels to obtain the Indicator Score.

- **Step 10:** Multiply the Indicator Score by its Indicator Weight to obtain the Total Weighted Score for Indicator.

Scale Calibration Factor (SCF)

- **Step 11:** Obtain the Scale Calibration Factor (SCF) for the high school type (grades 9–11) determined by the California Department of Education for the 2001 API Base. The SCF for this example is –10.58.

Sum to Obtain 2001 API Base

- **Step 12:** Sum the Total Weighted Scores for Indicators and the SCF. The sum will be the 2001 API Base for the school. Apply the same inclusion/exclusion and calculation rules as that for elementary and middle schools.

Example: 2001 API Base for a High School (Grades 9–11)

California Standards Test (CST)			English-Language Arts (ELA)	
A		B	C	D
	Performance Levels	Weighting Factors	Percent of Pupils in Each Level	Weighted Score in Each Level (B x C)
5	Advanced	1000	9%	90.00
4	Proficient	875	20%	175.00
3	Basic	700	32%	224.00
2	Below Basic	500	23%	115.00
1	Far Below Basic	200	16%	32.00

	ELA	Math	Sci	Soc Sci
Content area weights, Stanford 9	16%	20%	20%	20%
Content area weights, CST	24%			
Portion of API	40%	20%	20%	20%

a Indicator Score	a	636.00
b Indicator Weight	x b	24%
c Total Weighted Score for Indicator	= c	152.64

+

	English-Language Arts (ELA)									
Stanford 9			Reading		Language		Mathematics		Science		Social Science	
A		B	C	D	E	F	G	H	G	H	I	J
	Performance Bands	Weighting Factors	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
5	80-99th NPR	1000	9%	90.00	12%	120.00	21%	210.00	14%	140.00	11%	110.00
4	60-79th NPR	875	17%	148.75	26%	227.50	21%	183.75	22%	192.50	24%	210.00
3	40-59th NPR	700	23%	161.00	23%	161.00	20%	140.00	22%	154.00	28%	196.00
2	20-39th NPR	500	23%	115.00	22%	110.00	19%	95.00	21%	105.00	19%	95.00
1	1-19th NPR	200	28%	56.00	17%	34.00	19%	38.00	21%	42.00	18%	36.00

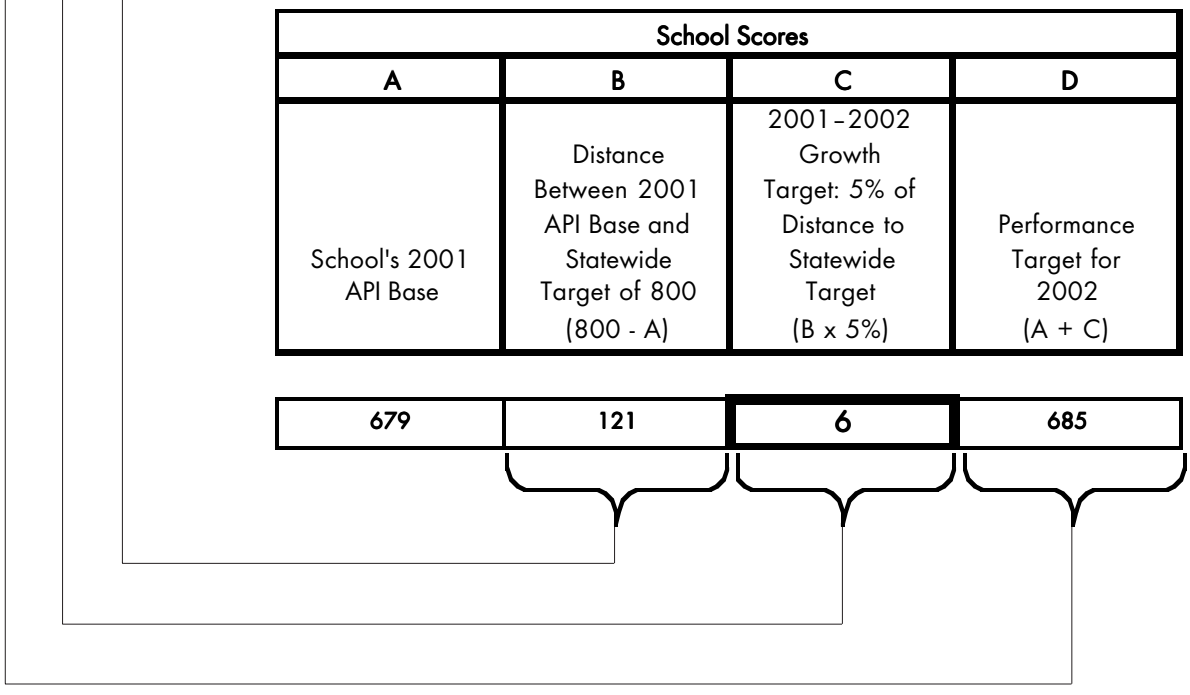
a Indicator Score	a	570.75		652.50		666.75		633.50		647.00		Scale Calibration Factor*		2001 API Base
b Indicator Weight	x b	8%		8%		20%		20%		20%				
c Total Weighted Score for Indicator:	= c	45.66	+	52.20	+	133.35	+	126.70	+	129.40	+	-10.58	=	629

* This Scale Calibration Factor (SCF) is for illustrative purposes only.

How to Calculate the 2001–2002 Schoolwide Growth Target

The 2001–2002 schoolwide growth target is calculated as 5% of the distance between a school's 2001 API Base and the statewide interim performance target of 800 and rounded to the nearest whole number. The target is based on the school's 2001 API Base.

- **Step 1:** To calculate the growth target for a school with an API Base below 800, first find the distance between the school's 2001 API Base and the statewide target. In this example, 800 minus 679 = 121.
- **Step 2:** To obtain the growth target, multiply the result of Step 1 by 5%. This result is rounded to the nearest whole number. In this example, 121 times 5% = 6.
- **Step 3:** To obtain the school's 2002 performance target (i.e., API Target), add the 2001 API to the Growth Target. In this example, 679 + 6 = 685.



School Scores			
A	B	C	D
School's 2001 API Base	Distance Between 2001 API Base and Statewide Target of 800 (800 - A)	2001–2002 Growth Target: 5% of Distance to Statewide Target (B x 5%)	Performance Target for 2002 (A + C)
679	121	6	685

Note: For any school with a 2001 API Base below 800, the minimum growth target is at least 1 point. Any school with a 2001 API Base of 800 or more must maintain an API of at least 800 in order to meet its growth target.

How to Determine Subgroup Growth Targets for 2001–2002

Subgroup Growth Targets for Comparable Improvement

The API shall be used to demonstrate comparable improvement in academic achievement by all numerically significant ethnic and socioeconomically disadvantaged subgroups within schools. "Numerically significant" means the subgroup has (1) at least 30 pupils with valid STAR scores and at least 15% of a school's tested enrollment or (2) at least 100 pupils with valid STAR scores (even if less than 15% of the school's tested enrollment). A "socioeconomically disadvantaged" pupil is a pupil neither of whose parent has received a high school diploma **or** one who participates in the free or reduced price lunch program. The subgroup growth target will be calculated for each subgroup as 80% of the schoolwide growth target.

- **Step 1:** Determine which subgroups in the school are numerically significant for 2001. In this example, the African American, Hispanic, and White ethnic groups and the socioeconomically disadvantaged pupil population are numerically significant subgroups within this school.

School Populations	Valid 2001 Stanford 9 Pupil Test Scores	Percent of total	Is the subgroup numerically significant?
Schoolwide	534	100%	n/a
Subgroups			
• American Indian or Alaska Native	2	0%	no
• Asian/Asian American	57	11%	no
• Black/African American	120	23%	**yes**
• Filipino/Filipino American	3	0%	no
• Hispanic/Latino	149	28%	**yes**
• Pacific Islander	77	14%	no
• White (not of Hispanic origin)	110	21%	**yes**
• Socioeconomically disadvantaged	205	38%	**yes**

- **Step 2:** Determine the 2001 API Base for each subgroup. The subgroup APIs are calculated in the same way as the schoolwide APIs. **The Scale Calibration Factor (SCF) for each subgroup API is the same as the SCF for the schoolwide API**. In this example, the subgroup API for African American is 740, for Hispanic is 748, for White is 658, and for Socioeconomically disadvantaged is 587.

- **Step 3:** The growth target for each numerically significant subgroup is 80% of the schoolwide target. Multiply 80% by the schoolwide target. The result is rounded to the nearest whole number. In this example the schoolwide target is 6; therefore, 80% x 6 = 5.

	School and Subgroup Scores			
	A	B	C	D
	2001 API Base	Schoolwide Target: 5% Distance to Statewide Target ((800 - A) x 5%)	Subgroup Growth Target: 80% of Schoolwide Target (B x 80%)	Performance Target for 2002 (A + C)
Schoolwide	679	6		
Numerically Significant Subgroups				
• Black/African American	**740**		**5**	745
• Hispanic/Latino	**748**		**5**	753
• White (not of Hispanic origin)	**658**		**5**	663
• Socioeconomically disadvantaged	**587**		**5**	592

Note: A subgroup in a school with a 2001 API Base between 781 and 799 will have a growth target of 1. Regardless of the schoolwide API, a subgroup with a 2001 API Base of 800 or more must maintain an API of at least 800 in order to meet its subgroup growth target. In a school with a 2001 API Base of 800 or more, any numerically significant subgroup with a 2001 API Base of less than 800 must improve by at least 1 point in order to meet its subgroup growth target. If 80% of the schoolwide target results in a subgroup target that is greater than the distance from the subgroup API to 800, the subgroup target equals the distance of the subgroup API to 800.

SCHOOLWIDE AND SUBGROUP GROWTH TARGETS

To meet the Schoolwide Growth Target...

If the school's API (Base) is between 200 and 780 (Column A), the school's growth target is 5% of the distance between a school's API (Base) and the interim statewide performance target of 800. If the school's API (Base) is between 781 and 799 (Column B), the school's growth target is a 1 point gain. If the school's API (Base) is 800 or more (Column C), the school must maintain an API of at least 800 in order to meet its schoolwide growth target.

Schoolwide API (Base)

	200 to 780	**781 to 799**	**800 or more**
	A	**B**	**C**
Schoolwide Growth Target:	5% distance from the school API to 800	1 point gain	Maintain 800 or more

To meet the Subgroup Growth Targets...

The growth targets for numerically significant subgroups will depend on the schoolwide API (Base). If the school's API (Base) is between 200 and 780 (Column A) **and** the subgroup API (Base) is between 200 to 799 (Row 1), the growth target for the subgroup is 80% of the schoolwide target[1]. If the school's API (Base) is 781 or more (Columns B and C) **and** the subgroup API (Base) is between 200 to 799 (Row 1), the growth target for the subgroup is a 1 point gain. Regardless of the school's API (Base), if the subgroup API (Base) is 800 or more (Row 2), the subgroup must maintain an API of at least 800 in order to meet its growth target.

Schoolwide API (Base)

			200 to 780	**781 to 799**	**800 or more**
			A	**B**	**C**
Subgroup Growth Target:	***Subgroup API (Base)***	**200 to 799**	**1**	80% of schoolwide target[1]	1 point gain
		800 or more	**2**	Maintain 800 or more	

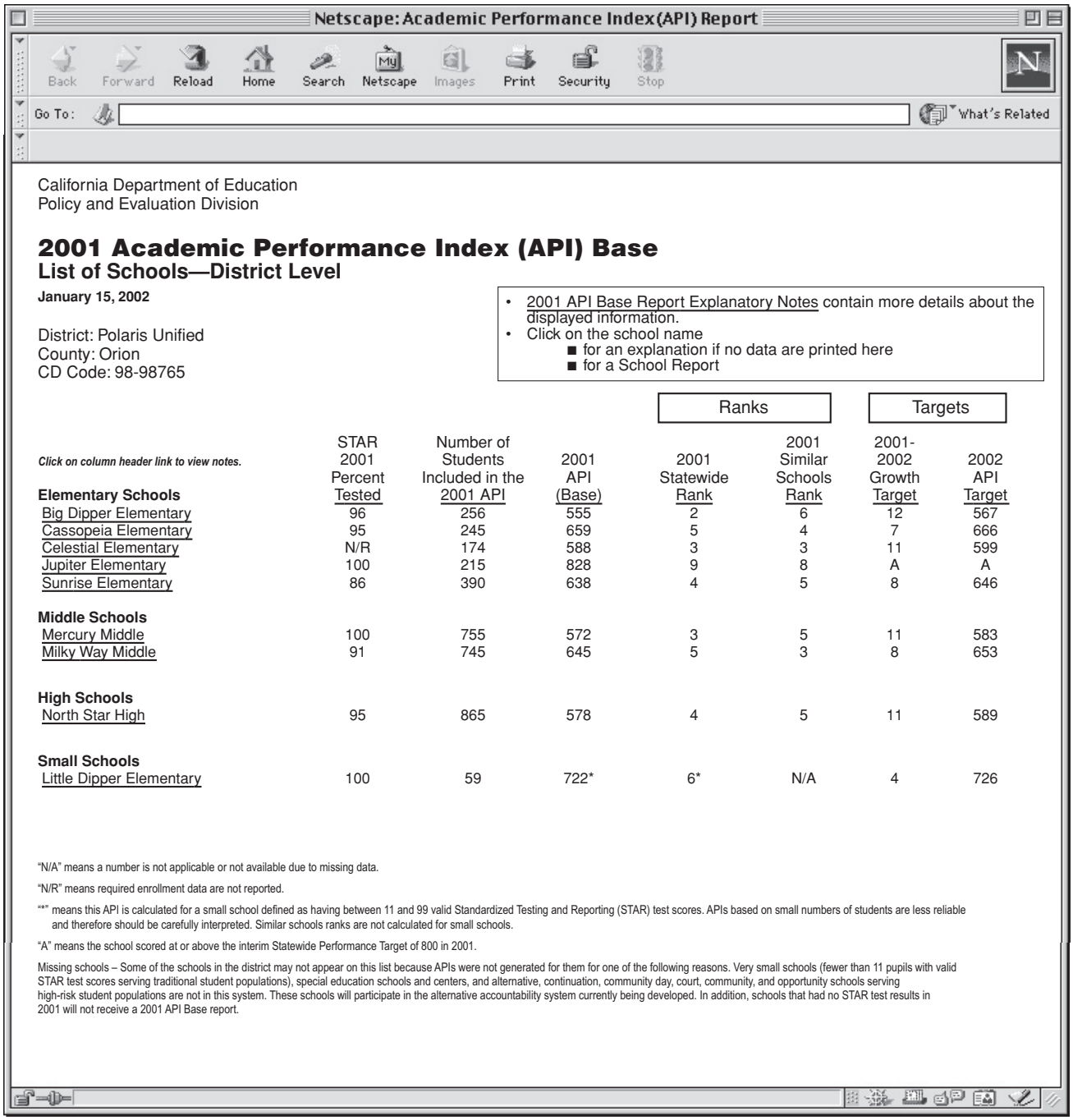
For Awards Eligibility...

To be **eligible** for the Governor's Performance Award, a school must (1) meet or exceed its API schoolwide target or increase by five points, whichever is greater, and (2) meet or exceed its subgroup growth targets, except when the sum of a subgroup's growth target and the subgroup's API is greater than or equal to 800. In these cases, comparable improvement shall be defined as the distance from the subgroup's API to 800. In no case shall comparable improvement be less than four points.

[1] The subgroup growth target is 80% of the schoolwide growth target unless the subgroup growth target would exceed the distance from the subgroup API to 800. In these cases, the subgroup growth target equals the distance from the subgroup API to 800.

SAMPLE INTERNET REPORTS FOR THE 2001 API BASE

List of schools—District Level



Netscape: Academic Performance Index (API) Report

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California Department of Education
Policy and Evaluation Division

2001 Academic Performance Index (API) Base
List of Schools—District Level

January 15, 2002

- 2001 API Base Report Explanatory Notes contain more details about the displayed information.
- Click on the school name
  - for an explanation if no data are printed here
  - for a School Report

District: Polaris Unified
County: Orion
CD Code: 98-98765

				Ranks		Targets	
Click on column header link to view notes.	STAR 2001 Percent Tested	Number of Students Included in the 2001 API	2001 API (Base)	2001 Statewide Rank	2001 Similar Schools Rank	2001-2002 Growth Target	2002 API Target
Elementary Schools							
Big Dipper Elementary	96	256	555	2	6	12	567
Cassopeia Elementary	95	245	659	5	4	7	666
Celestial Elementary	N/R	174	588	3	3	11	599
Jupiter Elementary	100	215	828	9	8	A	A
Sunrise Elementary	86	390	638	4	5	8	646
Middle Schools							
Mercury Middle	100	755	572	3	5	11	583
Milky Way Middle	91	745	645	5	3	8	653
High Schools							
North Star High	95	865	578	4	5	11	589
Small Schools							
Little Dipper Elementary	100	59	722*	6*	N/A	4	726

"N/A" means a number is not applicable or not available due to missing data.

"N/R" means required enrollment data are not reported.

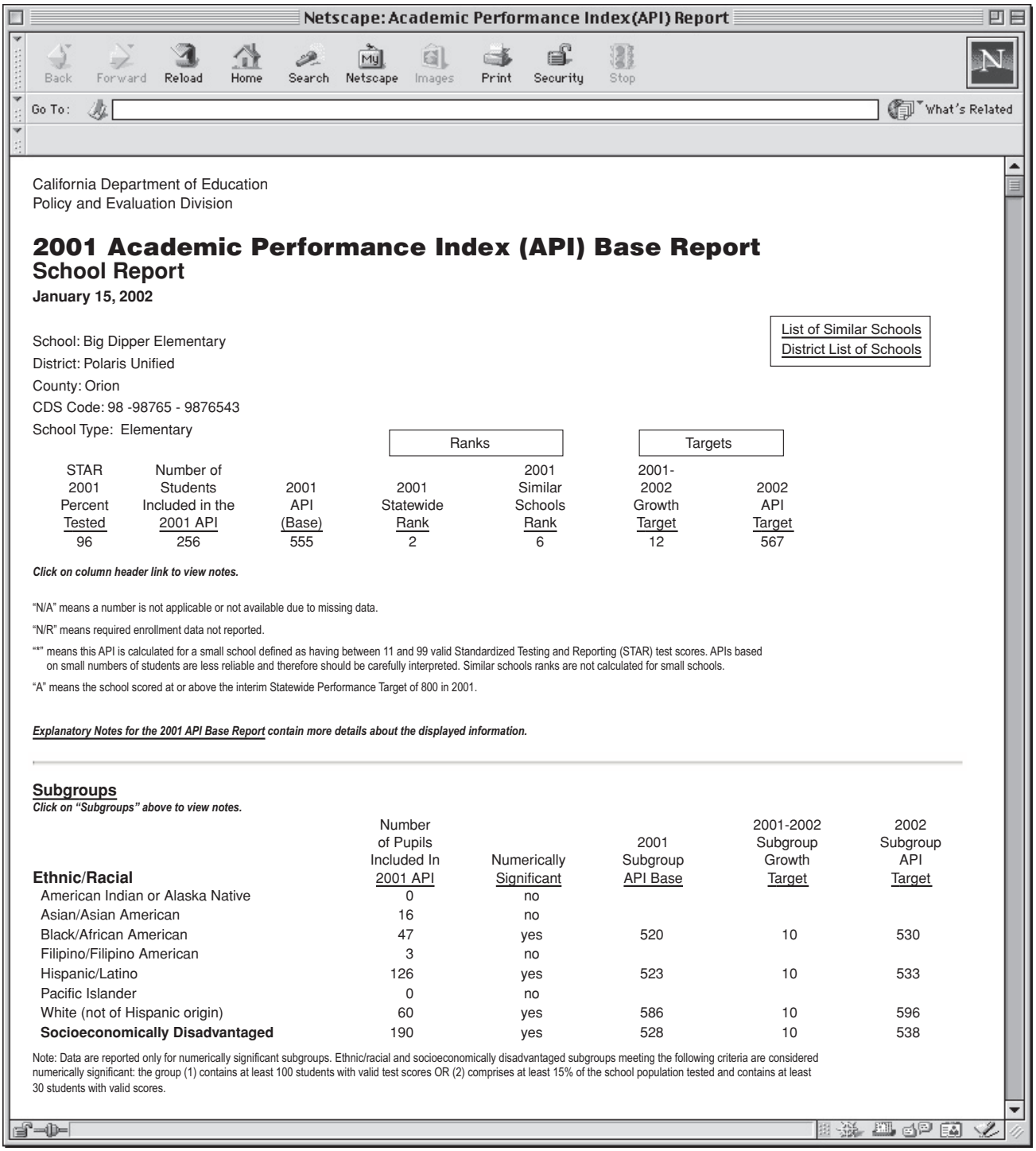
"*" means this API is calculated for a small school defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) test scores. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

"A" means the school scored at or above the interim Statewide Performance Target of 800 in 2001.

Missing schools – Some of the schools in the district may not appear on this list because APIs were not generated for them for one of the following reasons. Very small schools (fewer than 11 pupils with valid STAR test scores serving traditional student populations), special education schools and centers, and alternative, continuation, community day, court, community, and opportunity schools serving high-risk student populations are not in this system. These schools will participate in the alternative accountability system currently being developed. In addition, schools that had no STAR test results in 2001 will not receive a 2001 API Base report.

This example shows the List of Schools for a district. A List of Schools for each county office of education is also available in a similar format.

School Report (Elementary)



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California Department of Education
Policy and Evaluation Division

2001 Academic Performance Index (API) Base Report
School Report

January 15, 2002

List of Similar Schools
District List of Schools

School: Big Dipper Elementary
District: Polaris Unified
County: Orion
CDS Code: 98 -98765 - 9876543
School Type: Elementary

			Ranks		Targets	
STAR 2001 Percent Tested	Number of Students Included in the 2001 API	2001 API (Base)	2001 Statewide Rank	2001 Similar Schools Rank	2001-2002 Growth Target	2002 API Target
96	256	555	2	6	12	567

Click on column header link to view notes.

"N/A" means a number is not applicable or not available due to missing data.

"N/R" means required enrollment data not reported.

"*" means this API is calculated for a small school defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) test scores. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

"A" means the school scored at or above the interim Statewide Performance Target of 800 in 2001.

Explanatory Notes for the 2001 API Base Report contain more details about the displayed information.

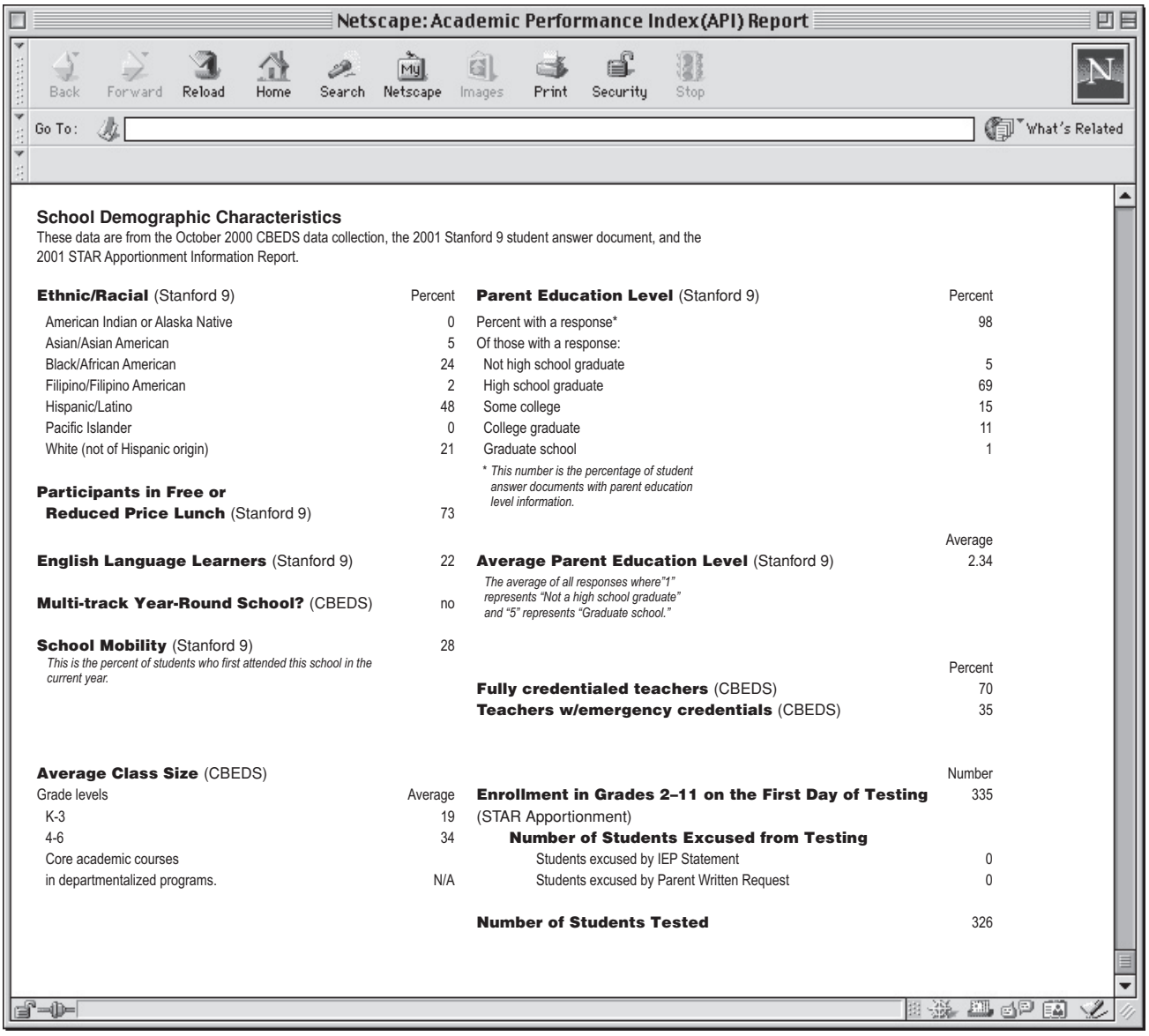
Subgroups

Click on "Subgroups" above to view notes.

Ethnic/Racial	Number of Pupils Included In 2001 API	Numerically Significant	2001 Subgroup API Base	2001-2002 Subgroup Growth Target	2002 Subgroup API Target
American Indian or Alaska Native	0	no			
Asian/Asian American	16	no			
Black/African American	47	yes	520	10	530
Filipino/Filipino American	3	no			
Hispanic/Latino	126	yes	523	10	533
Pacific Islander	0	no			
White (not of Hispanic origin)	60	yes	586	10	596
Socioeconomically Disadvantaged	190	yes	528	10	538

Note: Data are reported only for numerically significant subgroups. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

School Report (Elementary)



School Demographic Characteristics

These data are from the October 2000 CBEDS data collection, the 2001 Stanford 9 student answer document, and the 2001 STAR Apportionment Information Report.

Ethnic/Racial (Stanford 9)	Percent
American Indian or Alaska Native	0
Asian/Asian American	5
Black/African American	24
Filipino/Filipino American	2
Hispanic/Latino	48
Pacific Islander	0
White (not of Hispanic origin)	21

Participants in Free or Reduced Price Lunch (Stanford 9)	73

English Language Learners (Stanford 9)	22

Multi-track Year-Round School? (CBEDS)	no

School Mobility (Stanford 9)	28

This is the percent of students who first attended this school in the current year.

Average Class Size (CBEDS)	
Grade levels	Average
K-3	19
4-6	34
Core academic courses in departmentalized programs.	N/A

Parent Education Level (Stanford 9)	Percent
Percent with a response*	98
Of those with a response:	
Not high school graduate	5
High school graduate	69
Some college	15
College graduate	11
Graduate school	1

** This number is the percentage of student answer documents with parent education level information.*

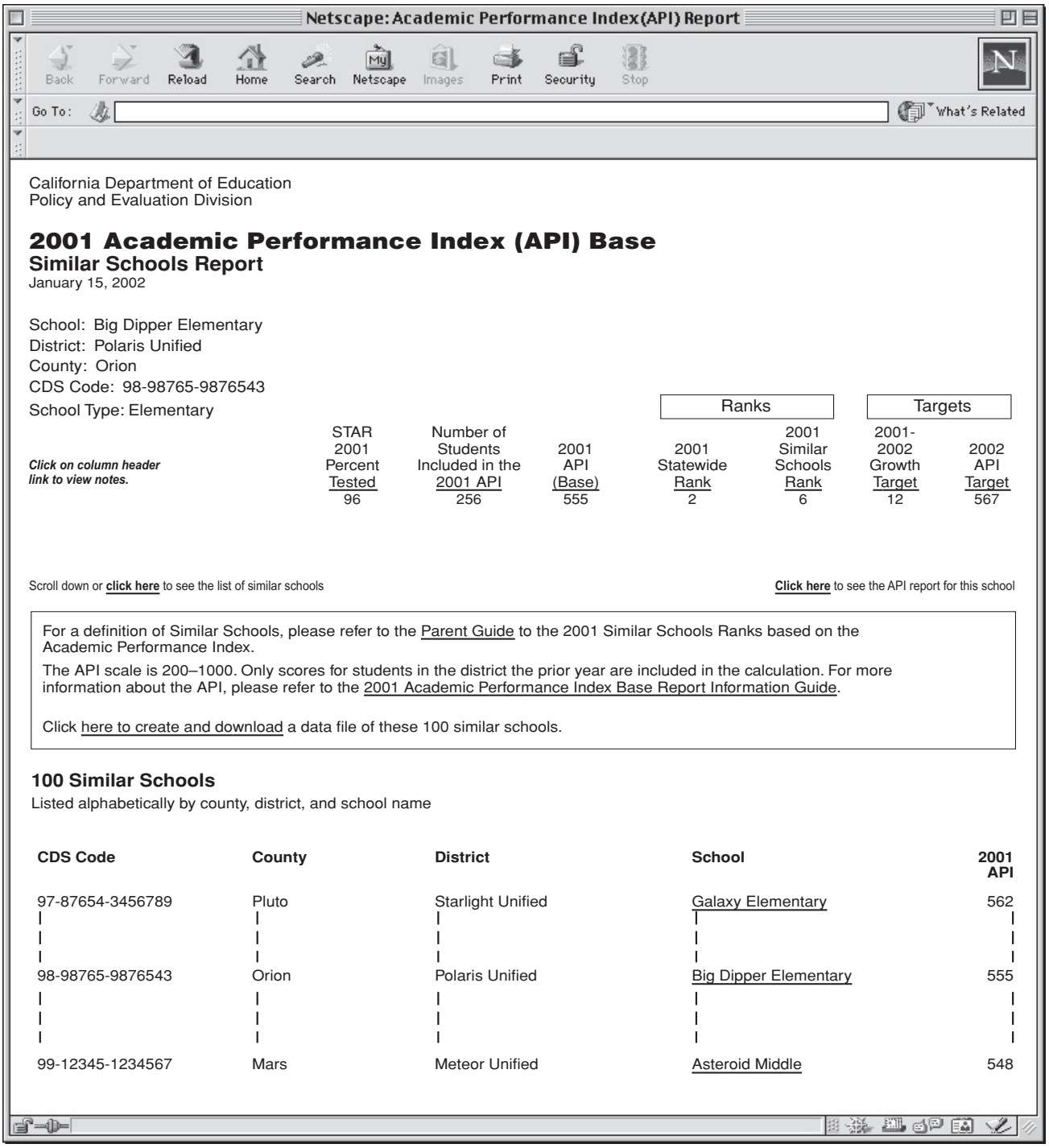
	Average
Average Parent Education Level (Stanford 9)	2.34

The average of all responses where"1" represents "Not a high school graduate" and "5" represents "Graduate school."

	Percent
Fully credentialed teachers (CBEDS)	70
Teachers w/emergency credentials (CBEDS)	35

	Number
Enrollment in Grades 2–11 on the First Day of Testing (STAR Apportionment)	335
Number of Students Excused from Testing	
Students excused by IEP Statement	0
Students excused by Parent Written Request	0
Number of Students Tested	326

Similar Schools Report (Elementary)



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California Department of Education
Policy and Evaluation Division

2001 Academic Performance Index (API) Base
Similar Schools Report
January 15, 2002

School: Big Dipper Elementary
District: Polaris Unified
County: Orion
CDS Code: 98-98765-9876543
School Type: Elementary

				Ranks		Targets	
Click on column header link to view notes.	STAR 2001 Percent Tested	Number of Students Included in the 2001 API	2001 API (Base)	2001 Statewide Rank	2001 Similar Schools Rank	2001-2002 Growth Target	2002 API Target
	96	256	555	2	6	12	567

Scroll down or **click here** to see the list of similar schools

Click here to see the API report for this school

For a definition of Similar Schools, please refer to the Parent Guide to the 2001 Similar Schools Ranks based on the Academic Performance Index.

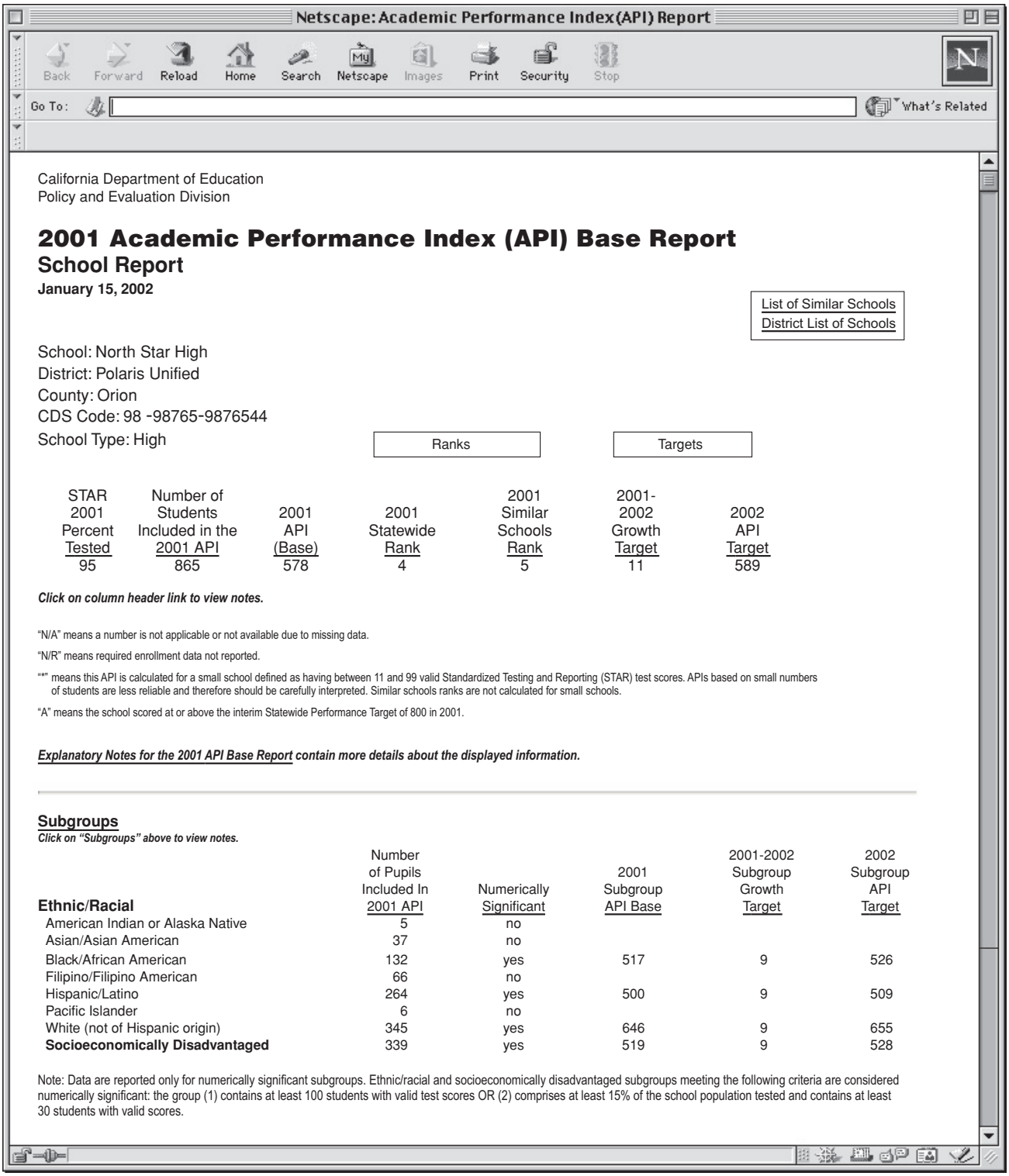
The API scale is 200–1000. Only scores for students in the district the prior year are included in the calculation. For more information about the API, please refer to the 2001 Academic Performance Index Base Report Information Guide.

Click here to create and download a data file of these 100 similar schools.

100 Similar Schools
Listed alphabetically by county, district, and school name

CDS Code	County	District	School	2001 API
97-87654-3456789	Pluto	Starlight Unified	Galaxy Elementary	562
98-98765-9876543	Orion	Polaris Unified	Big Dipper Elementary	555
99-12345-1234567	Mars	Meteor Unified	Asteroid Middle	548

School Report (High School)



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California Department of Education
Policy and Evaluation Division

2001 Academic Performance Index (API) Base Report
School Report
January 15, 2002

List of Similar Schools
District List of Schools

School: North Star High
District: Polaris Unified
County: Orion
CDS Code: 98 -98765-9876544
School Type: High

			Ranks		Targets	
STAR 2001 Percent Tested	Number of Students Included in the 2001 API	2001 API (Base)	2001 Statewide Rank	2001 Similar Schools Rank	2001-2002 Growth Target	2002 API Target
95	865	578	4	5	11	589

Click on column header link to view notes.

"N/A" means a number is not applicable or not available due to missing data.

"N/R" means required enrollment data not reported.

"*" means this API is calculated for a small school defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) test scores. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

"A" means the school scored at or above the interim Statewide Performance Target of 800 in 2001.

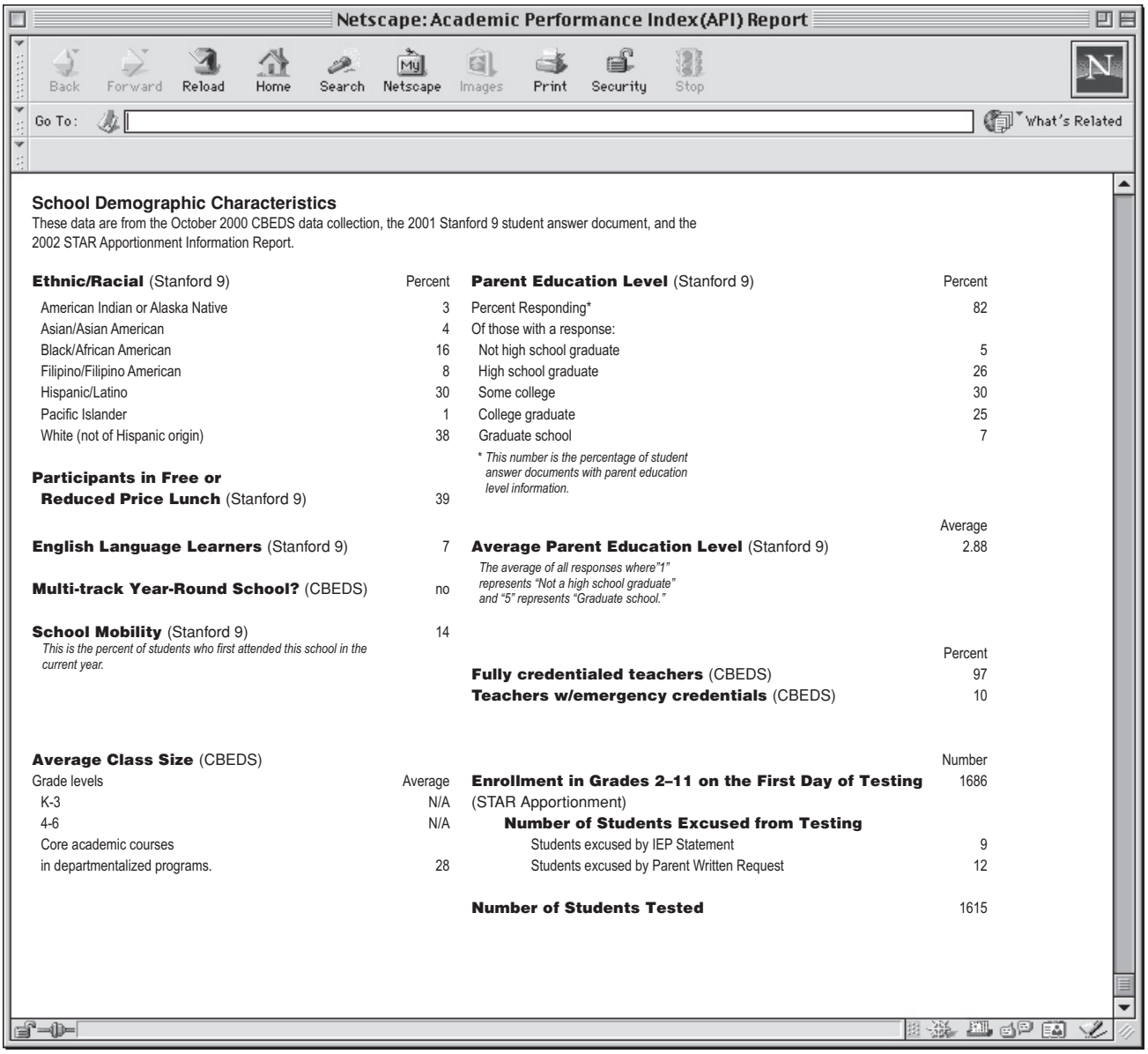
Explanatory Notes for the 2001 API Base Report contain more details about the displayed information.

Subgroups
Click on "Subgroups" above to view notes.

Ethnic/Racial	Number of Pupils Included In 2001 API	Numerically Significant	2001 Subgroup API Base	2001-2002 Subgroup Growth Target	2002 Subgroup API Target
American Indian or Alaska Native	5	no			
Asian/Asian American	37	no			
Black/African American	132	yes	517	9	526
Filipino/Filipino American	66	no			
Hispanic/Latino	264	yes	500	9	509
Pacific Islander	6	no			
White (not of Hispanic origin)	345	yes	646	9	655
Socioeconomically Disadvantaged	339	yes	519	9	528

Note: Data are reported only for numerically significant subgroups. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

School Report (High School)



School Demographic Characteristics

These data are from the October 2000 CBEDS data collection, the 2001 Stanford 9 student answer document, and the 2002 STAR Apportionment Information Report.

Ethnic/Racial (Stanford 9)	Percent
American Indian or Alaska Native	3
Asian/Asian American	4
Black/African American	16
Filipino/Filipino American	8
Hispanic/Latino	30
Pacific Islander	1
White (not of Hispanic origin)	38

Participants in Free or Reduced Price Lunch (Stanford 9) 39

English Language Learners (Stanford 9) 7

Multi-track Year-Round School? (CBEDS) no

School Mobility (Stanford 9) 14

This is the percent of students who first attended this school in the current year.

Parent Education Level (Stanford 9)	Percent
Percent Responding*	82
Of those with a response:	
Not high school graduate	5
High school graduate	26
Some college	30
College graduate	25
Graduate school	7

** This number is the percentage of student answer documents with parent education level information.*

	Average
Average Parent Education Level (Stanford 9)	2.88

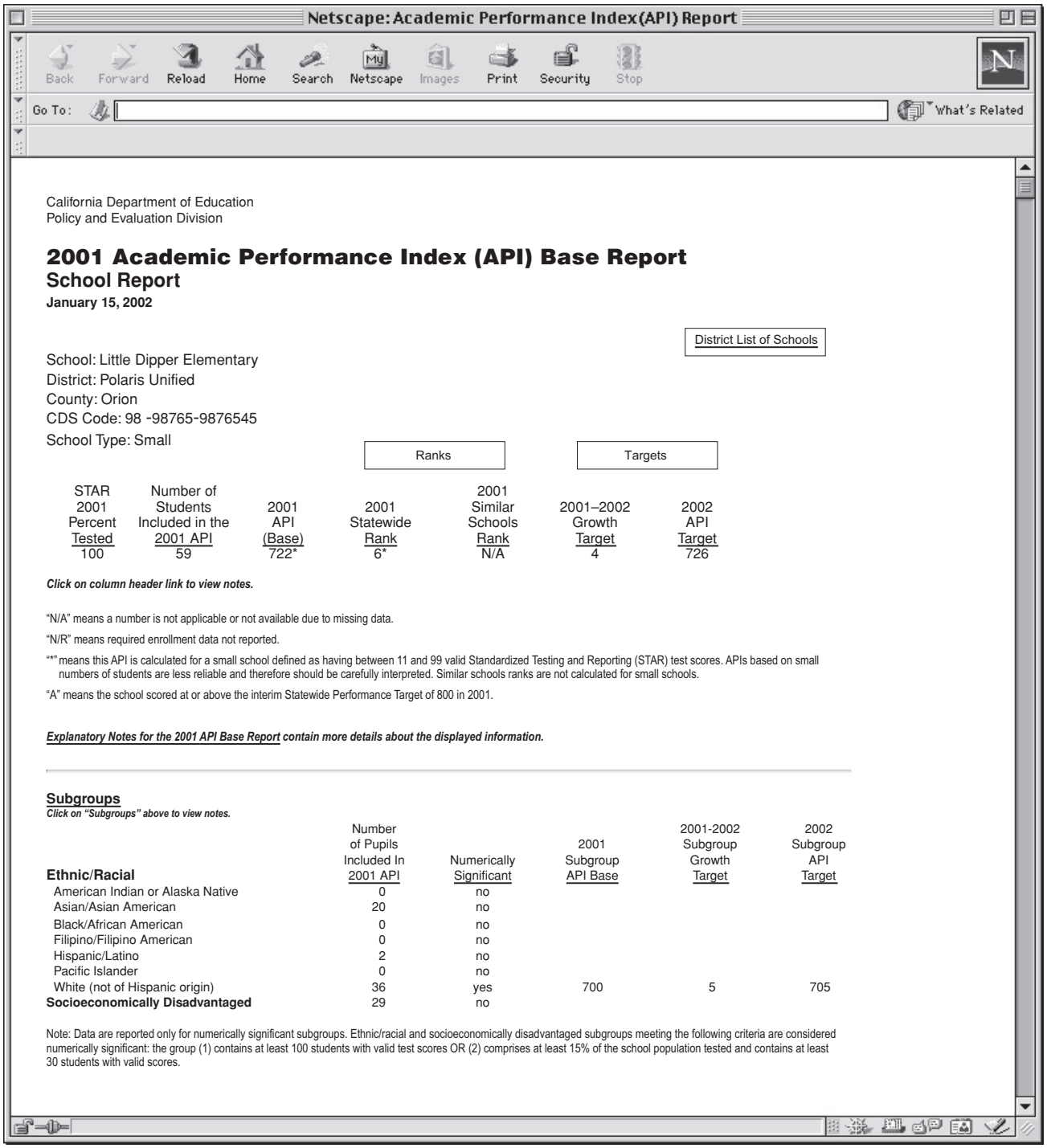
The average of all responses where"1" represents "Not a high school graduate" and "5" represents "Graduate school."

	Percent
Fully credentialed teachers (CBEDS)	97
Teachers w/emergency credentials (CBEDS)	10

Average Class Size (CBEDS)	
Grade levels	Average
K-3	N/A
4-6	N/A
Core academic courses in departmentalized programs.	28

	Number
Enrollment in Grades 2–11 on the First Day of Testing (STAR Apportionment)	1686
Number of Students Excused from Testing	
Students excused by IEP Statement	9
Students excused by Parent Written Request	12
Number of Students Tested	1615

School Report (Small School)



California Department of Education
Policy and Evaluation Division

2001 Academic Performance Index (API) Base Report
School Report
January 15, 2002

District List of Schools

School: Little Dipper Elementary
District: Polaris Unified
County: Orion
CDS Code: 98 -98765-9876545
School Type: Small

			Ranks		Targets	
STAR 2001 Percent Tested	Number of Students Included in the 2001 API	2001 API (Base)	2001 Statewide Rank	2001 Similar Schools Rank	2001–2002 Growth Target	2002 API Target
100	59	722*	6*	N/A	4	726

Click on column header link to view notes.

"N/A" means a number is not applicable or not available due to missing data.

"N/R" means required enrollment data not reported.

"*" means this API is calculated for a small school defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) test scores. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

"A" means the school scored at or above the interim Statewide Performance Target of 800 in 2001.

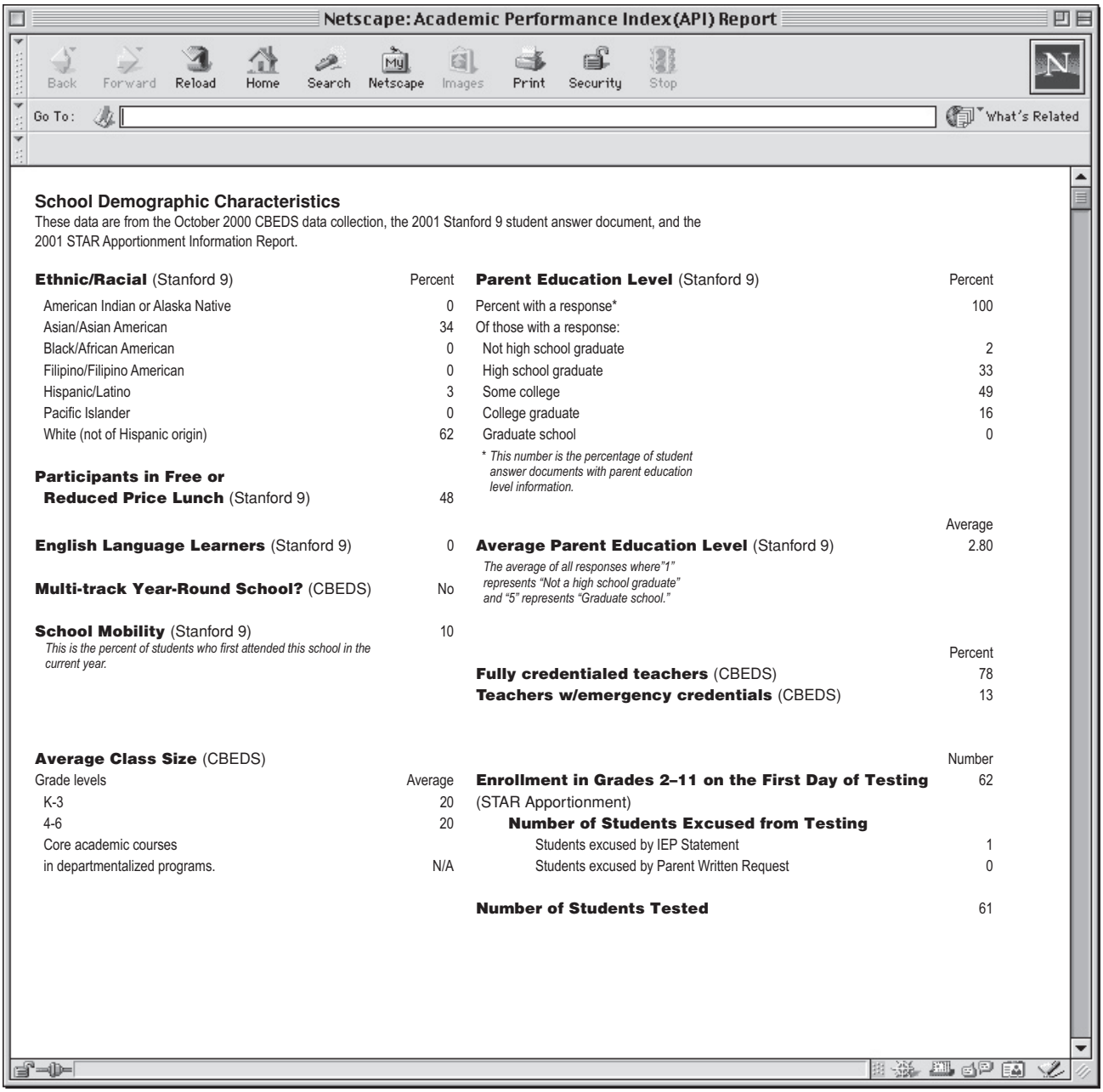
Explanatory Notes for the 2001 API Base Report contain more details about the displayed information.

Subgroups
Click on "Subgroups" above to view notes.

Ethnic/Racial	Number of Pupils Included In 2001 API	Numerically Significant	2001 Subgroup API Base	2001-2002 Subgroup Growth Target	2002 Subgroup API Target
American Indian or Alaska Native	0	no			
Asian/Asian American	20	no			
Black/African American	0	no			
Filipino/Filipino American	0	no			
Hispanic/Latino	2	no			
Pacific Islander	0	no			
White (not of Hispanic origin)	36	yes	700	5	705
Socioeconomically Disadvantaged	29	no			

Note: Data are reported only for numerically significant subgroups. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

School Report (Small School)



School Demographic Characteristics

These data are from the October 2000 CBEDS data collection, the 2001 Stanford 9 student answer document, and the 2001 STAR Apportionment Information Report.

Ethnic/Racial (Stanford 9)	Percent
American Indian or Alaska Native	0
Asian/Asian American	34
Black/African American	0
Filipino/Filipino American	0
Hispanic/Latino	3
Pacific Islander	0
White (not of Hispanic origin)	62

Participants in Free or Reduced Price Lunch (Stanford 9)	48

English Language Learners (Stanford 9)	0

Multi-track Year-Round School? (CBEDS)	No

School Mobility (Stanford 9)	10

This is the percent of students who first attended this school in the current year.

Average Class Size (CBEDS)	
Grade levels	Average
K-3	20
4-6	20
Core academic courses in departmentalized programs.	N/A

Parent Education Level (Stanford 9)	Percent
Percent with a response*	100
Of those with a response:	
Not high school graduate	2
High school graduate	33
Some college	49
College graduate	16
Graduate school	0

** This number is the percentage of student answer documents with parent education level information.*

	Average
Average Parent Education Level (Stanford 9)	2.80

The average of all responses where"1" represents "Not a high school graduate" and "5" represents "Graduate school."

	Percent
Fully credentialed teachers (CBEDS)	78
Teachers w/emergency credentials (CBEDS)	13

	Number
Enrollment in Grades 2–11 on the First Day of Testing (STAR Apportionment)	62
Number of Students Excused from Testing	
Students excused by IEP Statement	1
Students excused by Parent Written Request	0
Number of Students Tested	61

Parent Guide to the

January 2002

2001 Similar Schools Ranks based on the Academic Performance Index

In January 2002, public schools in California received their third Academic Performance Index (API) Base reports. The API is the cornerstone of the Public Schools Accountability Act (PSAA) of 1999. It measures the academic performance and progress of schools. Annual growth targets for future academic improvement are determined for schools based on the API. Schools that reach their annual targets may be rewarded. Schools that do not meet their targets may be eligible for interventions or subject to sanctions.

2001 API Base Reports

The API Base for the 2001–2002 API Reporting Cycle was based on results of the Stanford 9 achievement test and the California Standards Test in English-Language Arts, given in spring 2001 as part of the state's Standardized Testing and Reporting (STAR) program. The 2001 API Base report for a school shows:

- 2001 API Base score
- 2001 statewide rank
- 2001 rank compared to 100 other schools with similar demographic characteristics (similar schools rank)
- 2001–2002 API growth target for the school and for numerically significant groups of students in the school
- 2002 API target (2001 API Base plus growth target)
- School demographic characteristics

Small schools, defined as having between 11 and 99 valid STAR scores, do not receive similar schools ranks. The API score is on a scale of 200–1000. The statewide and similar schools ranks are on a scale of 1–10. The API reports can be found at http://api.cde.ca.gov on the California Department of Education (CDE) website.

Similar Schools Ranks

The API reports include a "similar schools rank." This information shows where a school ranks on a scale of 1–10, compared with 100 other schools with similar demographic characteristics. California public schools serve students with many different backgrounds and needs. As a result, schools face different educational challenges. The similar schools ranks for 2001 allow schools to look at their academic performance compared to other schools with some of the same opportunities and challenges. The comparison of similar schools is required by the PSAA and provides additional information about schools beyond that provided by APIs and statewide ranks. Similar schools ranks are not used to establish eligibility for awards or interventions provided by the PSAA.

Several school demographic characteristics form the basis for determining the similar schools comparisons. Page 2 of this guide provides a complete listing of the demographic characteristics used.

Looking Ahead — The 2001–2002 API Growth Report

In the fall of 2002, schools will receive their 2001–2002 API Growth reports. These reports will include the following information for each school:

- 2001–2002 school growth (2002 API Growth score minus 2001 API Base score)
- 2001–2002 growth for numerically significant groups of students in the school
- Whether growth targets were met
- Whether the school is awards eligible

Questions and Answers about the Similar Schools Ranks in the 2001 API Report

What is the PSAA?

The PSAA is designed to measure the academic improvement of California public schools, reward those schools that meet their improvement goals, and help those schools that do not meet their goals. A key part of the PSAA is the Academic Performance Index (API) report. Schools received their 2001 API Base reports in January 2002.

What is the API?

The API measures the performance and progress of a school. It is a numeric index or scale that ranges from a low of 200 to a high of 1000. The state has set 800 as the API score that schools should strive to meet. Schools that fall short of 800 will be required to meet annual growth targets until the statewide target of 800 is reached. Schools that already meet or exceed the statewide target of 800 should continue working to improve the academic performance of all their students.

What are the similar schools ranks?

The Public Schools Accountability Act (PSAA) of 1999 [Education Code Section 52056(a)] requires the state to annually rank all public schools in California based on the API. The similar schools rank compares a school's academic achievement on the API with other schools that have similar demographic characteristics.

What is the purpose of comparing similar schools in the API report?

California public schools serve groups of students with different backgrounds and needs. As a result, schools face different educational challenges and opportunities. For this reason, it is helpful to provide information about a school's academic achievement as it compares to similar schools.

How are the similar schools ranks used?

The similar schools ranks can be used in at least two ways. First, schools can use this information as a reference point for judging their academic achievement against other schools facing similar challenges. Second, schools may improve their academic performance by studying what similar schools with higher rankings are doing. Similar schools ranks are not used in any way as the basis for awards or sanctions.

Demographic Characteristics Used to Identify Similar Schools

The PSAA law requires that the following school demographic characteristics, or factors, be used to identify the similar schools:

School Demographic Characteristics	How Characteristics Are Determined
Pupil mobility	% of students who first attended the school in the current year
Pupil ethnicity	% of students in the school in each of these ethnic categories: • American Indian or Alaska Native • Asian/Asian American • Black/African American • Filipino/Filipino American • Hispanic/Latino • Pacific Islander • White (not of Hispanic origin)
Pupil socioeconomic status	Average of all parent educational level responses for the school % of students in the school who participated in the free or reduced price lunch program
Percentage of teachers who are fully credentialed	% of teachers in the school who are fully credentialed
Percentage of teachers who hold emergency credentials	% of teachers in the school who hold emergency permits
Percentage of pupils who are English language learners	% of students in the school who are classified as English language learners
Average class size per grade level	Average class size at the school for each grade level: • K–3 • 4–6 • Core academic courses in departmentalized programs
Whether the schools operate multi-track year-round educational programs	Schools are categorized as either operating or not operating multi-track year-round educational programs

What sources were used to collect the demographic data for the 2001 similar schools ranks?

The demographic data for the similar schools ranks came from several sources, including the 2001 administration of the Standardized Testing and Reporting (STAR) program and the 2000 California Basic Educational Data System (CBEDS).

How were the 2001 similar schools ranks calculated?

Several steps were used to calculate the 2001 similar schools ranks. First, schools were divided into grade level categories (elementary, middle, and high schools). Then, a School Characteristics Index (SCI), or composite of the school's demographic characteristics, was calculated for each school. Next, a comparison group of 100 similar schools was formed, based on similar SCIs. Last, the similar schools rank for each school was generated. This ranking was based on the school's API Base compared with the APIs of other similar schools in the comparison group.

What is the SCI and how is it calculated?

The SCI combines the demographic characteristics of a school. It is calculated through a statistical procedure that produces a single index based on all of the factors included. Schools with SCIs that are close in numerical value face similar educational challenges and opportunities.

Do all 100 schools in the same similar schools rank have the same demographic characteristics?

Each school is unique; therefore, it is impossible to find similar schools that match in every way. In order to form large enough groups of similar schools for meaningful ranks, the procedure used for each SCI allows for some differences between schools.

How were the similar schools ranks determined for 2001?

A comparison group for each school was formed by placing the school's SCI as the median or mid-point (middle) and taking the 50 schools with SCIs just above and the 50 just below. The 100 schools in the comparison group were sorted according to their 2001 API Base and divided into 10 equal-sized groups (deciles). The API of the school was then compared to the APIs of the schools in its group. The school was assigned a decile rank based on this comparison, and that is the rank shown on the report.

How can I find out which schools are in the comparison group for my student's school?

The list of the 100 schools included in each school's similar schools comparison group can be accessed at http://api.cde.ca.gov on the CDE website.

Another school in the district has similar students and almost exactly the same API score but a different "similar schools" rank. How can that be?

Even if schools appear quite similar, they may differ with respect to some measured characteristics. Small differences in two school's demographic characteristics and SCIs can result in very different groups of similar schools. If one school's comparison group has a different range of API scores than the other school, the two schools' ranks may differ.

Will the comparison group for my student's school remain the same from year to year?

No, because demographic characteristics change from year to year. In January 2002, your school received a 2001 similar schools rank which compared the school's 2001 API level to a group of 100 similar schools.

In January 2003, your school will receive a 2002 similar schools rank which will compare its 2002 API level to a *new* group of 100 similar schools.

If our school's API score remains the same next year, will its statewide rank be the same as 2001?

Your rank will not necessarily be the same next year, even if your API score remains the same. Your rank may go up or down, depending on how the rest of the schools in the state perform. This is because your statewide rank is a comparison with other schools in the state.

How is a school's socioeconomic status measured?

Socioeconomic status is based on the school's average parent education level and percentage of student participation in the free or reduced price lunch program. The source for parent education level and free or reduced price lunch program is the demographics section of the STAR answer document.

Is a school penalized in any way if the parent educational level is not reported for all students?

Although there is no penalty for *not* providing parent educational levels, a school should do its best to obtain complete information so that its similar schools rank can be as accurate as possible. Reliable parent educational level information is helpful in producing the most appropriate similar schools group for your school.

How can elementary school children, as young as second graders, be expected to report their parents' educational level?

Parent educational level information is provided by the school and district. The method of collecting these data varies across the state, but schools and districts should ensure that the information is as accurate as possible. Young children are not expected to provide this information unassisted.

The similar schools rank for my student's school is higher (about the same, lower) than its statewide rank. How should that be interpreted?

These ranks are calculated in completely different ways. The statewide API rank compares your school to schools statewide. The similar schools rank compares your school to 100 schools like yours.

How can the similar schools rank for my student's school be raised?

The SCI, from which the group of similar schools is determined, is designed to reflect demographic characteristics *not* under a school's control. The school should focus on ways to raise its API by improving instruction and student achievement. These efforts should help improve the academic growth of the school, its API, and its school rankings.

Where can parents go for more information?

Parents should direct their questions about the API or the PSAA or plans for improving the school's academic performance to the principal or other school administrators. Schools also will be asking parents to become actively involved in the improvement process. Further information about the PSAA and API can be found at http://www.cde.ca.gov/psaa on the CDE website.

Description of Similar Schools Ranks

The similar schools ranks compare an individual school's API to the 100 schools in its comparison group. Schools are ranked in ten equal groups (deciles) from the lowest (one) to the highest (ten). A description of the **similar schools ranks** follows:

Rank	Description
	This school's API is:
9 or 10	Well above average for elementary, middle, or high schools with similar characteristics
7 or 8	Above average for elementary, middle, or high schools with similar characteristics
5 or 6	About average for elementary, middle, or high schools with similar characteristics
3 or 4	Below average for elementary, middle, or high schools with similar characteristics
1 or 2	Well below average for elementary, middle, or high schools with similar characteristics

PSAA Reference Guide to the Internet and Contacts

The 2001 API base results will be posted on the California Department of Education (CDE) web site on January 16, 2001 at http://api.cde.ca.gov and at http://www.cde.ca.gov/psaa/api. The following provides a list of CDE Internet sites and contact offices related to the PSAA:

Topic	CDE Contact Offices	CDE Website
PSAA	Policy and Evaluation Division (916) 657-2757 psaa@cde.ca.gov	http://www.cde.ca.gov/psaa
Academic Performance Index (API)	Educational Planning and Information Center, Policy and Evaluation Division (916) 657-2273 epic@cde.ca.gov	http://www.cde.ca.gov/psaa/api (API Reports and Documentation) http://api.cde.ca.gov (API Reports)
Immediate Intervention/ Underperforming Schools Program (II/USP) and AB 961	School Improvement Division (916) 657-3351	http://www.cde.ca.gov/iiusp
API Awards Programs: • Governor's Performance Award (GPA) Program • Certificated Staff Performance Incentive Act	Awards Unit, Policy and Evaluation Division (916) 657-3810 awards@cde.ca.gov	http://www.cde.ca.gov/psaa/awards
Alternative Accountability System	Educational Options Office, Educational Support Systems Division (916) 322-5012	http://www.cde.ca.gov/psaa/althome.htm

PSAA CHRONOLOGY

April 1999 Public Schools Accountability Act of 1999 (PSAA) legislation (Chapter 3 of 1999) enacted

July 1999 *Framework for the Academic Performance Index (API)* approved by the State Board

August 1999 Schools scoring in the lower half of the statewide distribution on the norm-referenced portion of the Standardized Testing and Reporting (STAR) program test for both 1998 and 1999 invited to participate in the Immediate Intervention/ Underperforming Schools Program (II/USP)

September 1999 Eligible schools selected for II/USP (first cohort schools)

November 1999 *The 1999 Base Year Academic Performance Index (API)* approved by State Board

January 2000 1999 API Base scores, rankings, and growth targets established and disseminated to schools

July 2000 Alternative Accountability System framework adopted by State Board

July 2000 State Board approves method and indicators for 2000 API Base to be the same as the 1999 API Base

September 2000 Senate Bill 1552 (Alpert) enacted, amending the PSAA

Fall 2000 Schools' 1999–2000 API Growth reported; 430 additional schools selected for II/USP (second cohort); schools that met criteria are eligible for awards from the Governor's Performance Award (GPA) Program, School Site Employee Performance Bonus, and Certificated Staff performance Incentive Act

January 2001 2000 API Base scores, rankings, and growth targets reported; small schools received 2000 API Base (asterisked) but no ranks

March 2001 State Board approved indicators for the Alternative Schools Accountability Model (ASAM)

Fall 2001 Schools' 2000–2001 API Growth reported; 430 additional school selected for II/USP (third cohort); schools that met criteria are eligible for GPA and/or Certificated Staff Performance Incentive Act

Schools participating in the ASAM selected indicators for baseline data collection in school year 2001–2002.

September 2001 State Board approved method and indicators for 2001 API Base to include standards-based English-language arts test

October 2001 Senate Bill 735, Assembly Bill 961, and Assembly Bill 1295 chaptered, amending the PSAA

January 2002 2001 API Base scores, rankings, and growth targets reported; small schools received 2001 API Base (asterisked) but no similar schools ranks